THE INFLUENCE OF PROFESSIONALIZATION ON THE RECRUITMENT OF PROSPECTIVE TEACHERS AS PERCEIVED BY TEXAS TEACHERS OF THE YEAR

A Dissertation

by

JAN ELLEN GREEN HANEY

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

May 2005

Major Subject: Educational Administration

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Approved as to style and content by:

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ABSTRACT

The Influence of Professionalization on the Recruitment of Prospective Teachers as Perceived by Texas Teachers of the Year. (May 2005)

Jan Ellen Green Haney, B.A., Arizona State University at Tempe;

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This study focused on teacher professionalization as it relates to the recruitment of teachers. Five aspects of professionalization were selected from the literature that might influence a prospective teacher to consider a career in education: compensation, credentialing, collaboration, professional development, and autonomy. The broad emphasis of this research was to create awareness among educators of their roles in promoting the profession of teaching. By collecting and analyzing the perceptions of some of the most recognized teachers, regional and state Teachers of the Year, issues that had not previously been studied were confronted and analyzed.

Major research findings for the study indicated:

- Teachers perceive that increased financial benefits, improved public perception of teachers, and positive school culture encourage prospective teachers to consider careers in teaching.
- A majority of the teachers surveyed reported that they frequently participate in recruitment activities by sharing information on the intrinsic rewards of

their careers, by identifying qualities in another person that might lead to the choice of a teaching career, and by telling that person that they would be a good teacher.

Based on the findings of the study, researcher recommendations include:

- Salary schedules should be addressed to include opportunities for teachers to be promoted, yet remain in the classroom.
- Teachers should inspire secondary students to consider careers in education by participating in career day initiatives.
- Teachers should invite the media into their classrooms and speak to community groups to promote the profession.
- Teachers should write op-ed pieces for the newspapers about their profession.
- Those teachers who have left the profession for family obligations may be lured back into teaching by expanded job-sharing opportunities, part-time positions, and district-managed day care.
- An intense initiative should be inaugurated to encourage teachers to eliminate negative discussions about the profession.
- Initiatives that demonstrate public appreciation and acknowledgment of the value of the profession should be implemented.

DEDICATION

This work is dedicated to the memory of

My son
Brian Allen Haney
1973-1998
who taught me the meaning of unconditional love

and

My grandmother
Frances Lillian Wood Allen
1900-2003
who always believed in me.

This work is also dedicated to all teachers – past, present, and future – who give themselves every day to the profession of teaching.

ACKNOWLEDGEMENTS

Thanks be to God for His mercy and for equipping me for the task of life. My blessings abound and the greatest of these is the love of my family. To my son, Bradley, his wife, Jessica, and my granddaughter, Brittney – you are the lights of my life. My parents, Dr. John and Mary Anne Green – your support and encouragement have sustained me in times of great joy and of immense sorrow. My sisters, Peggy Fiveash and Julie Rojas – you are the mirrors of my own life; your thoughts are mine before I even think them. Your words are my words before I say them. My brothers, Dr. John Green, III and Perry Green – have been computer experts who helped me out of many computer predicaments.

My expert panel has included the staff and teachers of the Academy of Creative Education under the direction of Dr. Mary Jo McLaughlin, and my co-workers in the North East Independent School District, San Antonio, Texas – especially Dr. Jane Witcher, Beth Powell, Randy Killian-Smith, and Dr. Toni Riester-Wood. Additionally, to Dr. Phil Linerode, and Marilyn Oliva from Action Ink, your expertise was invaluable.

My deepest gratitude to my doctoral committee – Dr. Clifford Whetten, my committee chair, Dr. Caroline Pryor, Dr. John Hoyle, and Dr. Luana Zellner for advising me through my academic career at Texas A&M University. You have been a great group, each of you bringing your insight into this project and encouraging me to stretch beyond what I believed possible. Also, Joyce Nelson, Senior Graduate Advisor – was always ready with answers to every question.

Finally, Phi Delta Kappa International selected me for a Graduate Fellowship in Educational Leadership while pursuing this degree and I acknowledge them for this support and the support they provide for all educators.

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CHAPTER I

INTRODUCTION

> In a truly rational society, the best of us would be teachers, and the rest would have to settle for something less.
>
> –Lee Iacocca

Teacher professionalization – the movement to upgrade the status, training, and working conditions of teachers – has received a great deal of interest in recent years (Abbott, 1991; Grossman, 2003; Ingersoll, Alsalam, Quinn, & Bobbitt, 1997; Kudva, 1999). Since the mid-1980s education reformers, policymakers, and researchers have argued that many of the shortcomings of our educational system are due to inadequacies in the working conditions, resources, and support afforded to teachers. Much of the literature indicated that the key to improving the quality of education lies in upgrading the status, that is, furthering the professionalization of the teaching field (Carnegie Forum on Education and the Economy [Carnegie Forum], 1986; Ingersoll, 2001; Sergiovanni & Moore, 1989).

Teaching is the essential profession, the one that makes all other professions possible (South Carolina Center for Teacher Recruitment, 1998). School systems have touted the highest educational standards, cutting-edge technologies, the finest school buildings, and new and improved curricula and assessments; but without a workforce of qualified and devoted teachers, our students will not be prepared for the challenges

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The style and format for this dissertation follow that of *The Journal of Educational Research*.

that face them (U.S. Department of Education, 1998). To continue to have a supply of talented, committed, and well-prepared teachers, education must be celebrated as a viable and attractive profession.

Compelling evidence exists that confirms what parents have always known – quality teachers make a critical difference in students' learning (Marks & Louis, 1997; Minner, 2001). Research repeatedly pointed out that teacher expertise is the most important factor in student achievement (Bradley, 2002; Darling-Hammond, 1995; Darling-Hammond, Berry, Haselkorn, & Fideler, 1999; Green, 1994). However, *Quality Counts 2000* stated that the less academically able college students chose teaching, as measured by college-entrance exams, and were less likely to have scored in the top 25% on the exams than their peers who chose other professions (Olson, 2000). Of the approximately 40% of the newly certified teachers who leave the field within the first five years of employment, studies indicate that these may have been our most intelligent teachers (English & Steffy, 2001; Peske, Liu, Johnson, Kauffman, & Kardos, 2001).

A growing quantity of research suggested that schools impact students, both adversely and for the better, and a substantial portion of that impact is attributed to the effectiveness of teachers (Darling-Hammond, 2000; U.S. Department of Education, 1999). Students who were assigned to several ineffective teachers for consecutive years had significantly lower achievement than those who were assigned to several highly effective teachers in sequence (Sanders & Rivers, as cited in Darling-Hammond, 2000). Linda Darling-Hammond and her colleagues (1999) pointed out that the issue of supply

in teaching is “not one of bodies, since most states are willing to lower standards to fill classrooms, but one of quality” (p. 187).

People become teachers for many reasons. Ball State University professors (Green & Weaver, 1992) reviewed a number of factors that determine how people make choices about teaching as a career. Seventy-five percent of the students studied indicated that teachers were a significant influence in their career decision to become a teacher. Other survey findings reported that parents were the primary influence on their children’s choice of profession, with teachers’ influence on students ranking a close second (South Carolina Center for Teacher Recruitment, 1998). Similarly, another study indicated that families were the determining factor, along with interesting high school classes, in planning for a career; but teachers also rated as highly influential in this process (Gerdeman, 2001; Green, 1994).

This knowledge carries with it certain responsibilities because the actions of teachers shape the lives of their students. If teachers wish to attract the most capable people to the teaching profession, they must “model self-respect and respect for teaching; promote their discipline; demonstrate effective teaching and best practice; and invest their time and commitment in their students as potential teachers” (Green, 1994, p. 36).

If teachers impact students’ career choices to this extent, it is mandatory that they employ a concerted effort to attract the most capable people into the teaching profession by esteeming the one profession that is the foundation for all others. In order to better understand the complexity of this endeavor, teacher recruitment must be

visualized on a continuum that emphasizes the aspects of professionalization – autonomy, certification, collaboration, compensation, professional development, and the policies that impact these entities (Baldwin, 2002; Darling-Hammond & Berry, 1988; Ingersoll et al., 1997; Lieberman, Saxl, & Miles, 1988).

If improving the professional aspects in the field of education will esteem the profession, and thusly encourage capable students to consider careers in teaching, what is the role of practicing educators in this process? What can be done at the school, district, state, and national levels to address these complex teacher quality issues and assure that our classrooms have a continuing supply of effective teachers?

Statement of the Problem

The *No Child Left Behind Act of 2002* placed a major emphasis upon the importance of teacher quality in improving student achievement. At the very time when our country seeks to raise the standards of those who teach our children, schools have reported difficulty in maintaining complete teaching staffs. Shortages have been compounded by veteran teachers leaving the profession through retirement, newer instructors leaving classrooms for other professions after three to five years, and class size reductions (Ingersoll, 2001; U.S. Department of Education, 1999). Moreover, when an individual graduates with a teaching degree, there is no guarantee that the individual will actually enter the teaching field (Bradley, 2002). Many certified teachers have chosen not to teach.

Despite glimmers of hope created by recent reforms, teaching has been perceived as low-status work by many (National Commission on Teaching and America's Future, 1996; Tye & O'Brien, 2002). These perceptions are likely to continue unless we create the conditions of profesionalization (already common to other professions) that make the teaching field a viable and attractive option for prospective teachers. The focus of this dissertation has been on professionalization, not professionalism. The term professionalism refers to the attitudes and beliefs of those who are considered professionals; whereas, professionalization refers to the degree to which particular employees and their workplaces exhibit the attributes, characteristics, and criteria identified with professions and professionals (U.S. Department of Education, 1997).

Purpose of Study

The purpose of this study has been to identify existing professional practices that encourage prospective educators to choose teaching as a career as perceived by Texas Teachers of the Year. Conversely, the study group was asked to identify those professional practices that do not influence prospective teachers to enter the teaching field. Additionally, Texas Teachers of the Year were asked to specify what activities they practice to encourage teaching as a career choice. Finally, demographic variables were analyzed to determine relationships to the professional practices of the teaching field and activities employed by Texas Teachers of the Year that promote the profession and influence others to become teachers.

Research Questions

The study addressed the following questions:

1. What professional practices are perceived by Texas Teachers of the Year to be effective and ineffective in attracting prospective educators to enter the teaching field?
2. What activities are practiced by Texas Teachers of the Year to promote the profession of education and encourage prospective educators to choose teaching as a career?
3. What differences exist among selected demographic variables on the professional activities employed by Texas Teachers of the Year that promote the profession and influence people to choose careers in education?

Operational Definitions

The following definitions were pertinent to this study:

Education Service Center – There are 20 Service Centers serving geographic regions in Texas. Service Centers provide direction, staff development, and monitoring for school districts.

Elementary Teachers – Generally teachers of students in kindergarten through fifth grade, but may include Pre-Kinder and other pre-school teachers.

Professionalism – Attitudinal attributes and ideology of those who are considered to be, or aspire to be considered as, professionals. These include a belief in

the value of expertise, rigorous standards, and a public service orientation (U.S. Department of Education, 1997).

Professionalization – The degree to which occupations exhibit the structural attributes, characteristics, and criteria identified with a professional model (U.S. Department of Education, 1997). The status, training, and working conditions inherent in a profession (National Center for Education Statistics, 1997).

Prospective Teachers – Individuals who possess teacher qualities and who may be considering a career as an educator.

Recruitment – Efforts to persuade individuals to pursue a teaching career.

Secondary Teachers – Generally teachers of students in sixth through twelfth grades.

Teaching Behaviors **–** Observable aspects of the teaching process that contribute to or detract from student success.

Texas Teachers of the Year – A program honoring two State Teachers of the Year and 38 Regional Teachers of the Year, one in elementary education, and one in secondary education from each of the 20 Education Service Center Regions. Teachers are recognized for demonstrating outstanding leadership and excellence in teaching and serve as spokespersons for the teaching force (Texas Education Agency, 2003).

The following demographic variables were pertinent to this study:

Experience – A self-reported variable. The teacher was asked to record the number of years teaching in a classroom setting, including the current year.

Level Taught – A self-reported variable. The teacher was asked to designate either elementary or secondary as level of current teaching position.

Method of Certification – A self-reported variable. The teacher was asked to identify the method of teacher certification in which he or she participated.

National Board Certification – Offered on a voluntary basis and awarded through a process of self-reflection and analysis whereby teachers measure their practice against professional standards.

Rural District – A self-reported variable. A district with a growth rate less than 20% and number of students in membership is less than the state median (Texas Education Agency, n.d.).

Suburban District – A self-reported variable. School districts in and around the major urban areas or districts with populations between 100,000 and 650,000 (Texas Education Agency, n.d.).

Teaching Position – A self-reported variable. The teacher was asked to identify his/her current teaching position as full-time teacher, part-time teacher, or other, and whether in an urban, suburban, or rural district.

Urban District – A self-reported variable. The largest metropolitan districts in the state usually located in counties with populations of 650,000 or greater and more than 35% of students identified as economically disadvantaged (Texas Education Agency, n.d.).

Assumptions

1. The researcher was impartial in collecting and analyzing the survey data.
2. The instrumentation used in this study accurately reflected the practice used by teachers that influence decisions to consider a career as an educator.
3. Once a respondent began completing a survey, it was done with a consistent frame of mind.
4. The teachers answered the questionnaire honestly and to the best of their knowledge.

Limitations

1. The lists of Texas Teachers of the Year provided by the Texas Education Agency contained names and addresses of teachers who could not be accessed for the study.
2. Since participation in the study was optional, some of the teachers elected not to take part in the study.
3. Those teachers who responded to the survey may have had different perceptions than those who chose not to respond leading the researcher to inaccurate conclusions.
4. The scope of the study was limited to the perceptions of Texas Teachers of the Year and may not be generalizable to other teaching populations.

Significance of Study

The good health of our nation's schools depends on providing every student with an effective teacher. Our children deserve no less than a highly qualified, effective teacher to mold them into productive and contributing members of our society. Teacher quality in Texas and across our nation is of great concern.

While public school student enrollments are rising, teachers are leaving the profession prior to retirement. To compound the problem, other professional opportunities lure college graduates into more lucrative and desirable fields, even those who hold teaching credentials. More than 25 states have enacted programs to improve teacher recruitment and retention (Darling-Hammond, 2000).

In general, this research was devoted to the perceptions, specifically the attitudes, beliefs, and opinions of the state's most recognized teachers. The study described the professional activities and perceptions of State and Regional Teachers of the Year as they identified aspects of teaching that they believe make it an attractive career choice for potential teacher candidates. Conversely, they identified aspects of the profession that they perceive to be the least likely to influence a person to enter the teaching field.

Contents of the Dissertation

The dissertation is divided into five chapters. Chapter I includes an introduction, a statement of the problem studied, specific research questions, limitations and assumptions, and an explanation of terms used in the study. Chapter II

contains an extensive review of the literature contributing insight to the study. A description of the methodology used in the study is contained in Chapter III, and Chapter IV continues with analyses and comparisons of the data collected. Chapter V completes the dissertation with the researcher's conclusions and recommendations for future study.

CHAPTER II

REVIEW OF LITERATURE

This chapter provides a summary of the literature used to shape and conduct this research project. An introduction to the study is followed by six main sections. Section I of the chapter begins with an overview of educational reform related to teachers. Section II compares the teaching profession with other vocations using a professional model (Evans, 2002). Following is a summary in Section III of the literature on aspects of the teaching profession that were used in this study. Section IV defines the problem of this thesis, followed by the teacher's responsibility in the recruitment of teachers in Section V. Additionally, Section V includes a review of policy maker and administrative support systems that promote increased professionalization. Lastly, Section VI is a summary of the review of literature.

Introduction to the Study

Teacher professionalization – the movement to upgrade the status, training, and working conditions of teachers (Ingersoll et al., 1997) – has led stakeholders (e.g., educational policymakers, reformers, and researchers) to argue that the diminished interest in teaching as a career choice is linked to public perception of the field being less professionalized than other fields (Grossman, 2003; Tanck, 1994). Well-publicized inadequacies of the teaching profession in the United States, these stakeholders contend, are due to shortcomings in the working conditions, resources, and support

afforded to schoolteachers. Although much interest has been shown in teacher professionalization, much confusion also surrounds this topic.

This study was concerned with aspects of professionalization of elementary and secondary teachers that impact the recruitment of prospective teachers. Teacher professionalization was assessed by examining the relationships between a selected set of characteristics, commonly associated with professions and professionals, and the appeal of a career in education. The premise underlying this analysis is that fully understanding the teaching field requires examining the professional aspects of the organization in which teachers work.

Section I – Overview of Educational Reform

In the years that have passed since the publication of *A Nation at Risk: The Imperative for Educational Reform* (Darling-Hammond, 1983), the field of education has been characterized by an abundance of initiatives aimed at improving public schools. The primary focus has been enhancing the quality and effectiveness of teaching using student academic improvement as the measuring stick. Educational reform of the past two decades can be summarized by two distinct cycles, or waves (Darling-Hammond & Berry, 1988; Smylie & Denny, 1990). A third wave is described by Hirsch, Koppich, and Knapp (1998) as being the present period of reform.

The first wave began in the 1980s with the intent to improve the quality and effectiveness of teaching through regulation and prescription (Darling-Hammond & Berry, 1988; Elmore & McLaughlin, 1988). Top-down reforms encouraged uniformity

with standardized curricula; rigorous requirements for student performance, promotion, and graduation; and teacher evaluation. External authority mandated what should be done in the classroom and held teachers accountable for doing so (Smylie & Denny, 1990).

By the mid to late 1980s, reform efforts had expanded and a second wave began. *A Nation Prepared: Teachers for the 21st Century* (Carnegie Forum, 1986) called for a new conceptualization of the role of the teacher in schools. Policymakers and educators began to understand that certain characteristics of the teaching occupation and of schools were critical factors in students' potential for academic success. Reformers began to see the connection between student standards and assessment, the structure of the teaching occupation, and overall structure of the schools. It was during this decade that a focus on teachers' opinions central to their profession surfaced (Bradley, 2002).

The Carnegie report's recommendations were intended to shift teaching from an occupation to a profession by increasing teacher status, power and reward, and by creating opportunities for career advancement within teaching. The second wave yielded initiatives that sought to restructure schools, redefine the roles and responsibilities of teachers and administrators, decentralize decision-making, and enhance local autonomy and accountability (Darling-Hammond & Berry, 1988; Lieberman et al., 1988). Redefined teacher roles called for more cooperative work, increased interaction across department lines, and support groups for new teachers. Collaborative efforts between teachers replaced the isolated conditions prevailing in

most schools. Lieberman et al. (1988) envisioned that these changes would bring an added measure of recognition and respect to teachers.

For the first time, teachers became the center of reform efforts. With these initiatives, (a) teacher salaries in many states were raised; (b) teachers were often provided with additional decision-making authority; and, (c) to a limited extent, opportunities were created that would allow teachers to advance professionally without leaving the classroom (Higuchi, 1992). School environments were modified to encourage and support the ongoing learning and development of teachers resulting in the application of new knowledge and skill in the classroom. These contrasting "waves" of more teacher autonomy on one hand and greater standards, regulations, and less autonomy on the other hand framed most of the reform debate (Engvall, 1997). Despite these reforms, the nation still could not boast great strides in the bottom line – student academic improvement (Hirsch et al., 1998).

Hirsch and his colleagues (1998) added a third wave of educational reform – the focus on teacher quality through better teacher preparation, higher quality professional development, teaching standards, and a more comprehensive attempt to boost the professionalism of teaching. Central to this wave of reform has been the recognition that capable teachers are the most critical link between public aspirations for better schooling and the actual performance of children (Bradley, 2002; Darling-Hammond, 1995; Darling-Hammond et al., 1999; Green, 1994). Thus began the movement to greater professionalization within the teaching field (Lieberman et al., 1988).

As the focus of reform gradually shifted to teachers, it became important to study teacher educators and teacher preparation programs. In 1983, a consortium of higher education leaders from across the nation formed the Holmes Group who began a critical analysis of teacher education (Holmes Group, 1986). It was their contention that teacher education was intellectually weak, thus further eroding the prestige of an already poorly esteemed profession (Herbst, 1989). Because of this, the group contended, many inadequately prepared people have been encouraged to enter teacher preparation programs. Moreover, that teaching has been an underpaid and overworked occupation has made it difficult for universities to recruit more academically capable students to teacher education, or even to consider it as seriously as they have educational paths to more prestigious professions. And, despite their skill and knowledge, good teachers have had few opportunities to advance within their profession while remaining in the classroom (Herbst, 1989). Teachers are expected to be knowledgeable, yet they have had few opportunities to use that knowledge to improve their professional status.

Prompted by fears that more attractive career options in other fields have lured both prospective and practicing teachers away from teaching (Little, 1988), policymakers generated a variety of career ladder plans and special roles for experienced teachers. It was hoped that the development of career ladder and other incentive plans would serve to increase this aspect of teacher professionalization.

With these constructs in mind, the Holmes Group recommended *A Differentiated Profession* (e.g., instructor, professional teacher, and career teacher) as a

means of attracting, preparing, and retaining a competent teaching force. It was the group's belief that intellectually capable adults must have more flexible access to classrooms, earn rewards based on their commitment, and recognize the interdependence of the teaching practice and teacher education. Professional Development Schools (Holmes Group, 1990), similar to medical education training hospitals, evolved out of the Holmes study and will be discussed further in Section V.

With the exception of the Holmes Report and the Carnegie Report (1986), none of the reform efforts addressed the critical role of teachers as central to efforts to reform education (Futrell, 1994). Other research reports fell short in presuming that improving the quality of teachers would improve the quality of education, increase student achievement, and move the teaching field along the continuum of professionalization.

Section II – Is Teaching a Profession?

The Rand Corporation reported that teacher reform initiatives have left a lingering question: Are teachers full-fledged professionals or merely semi-skilled workers who constantly need supervision and regulation (Darling-Hammond & Berry, 1988)? To understand the professional nature of today's teaching field, one must examine the historical progression of the profession as it compares with similar professions.

Historical Progression of Teacher Professionalization

The professionalization of teaching has taken much of its character from prevailing attitudes, institutions, and political and social dynamics present throughout society. Historically, teaching has not been a high-status occupation in the United States. Willard Waller (as cited in Engvall, 1997), in his 1932 study of teacher status, *The Sociology of Teaching,* noted that, "the teacher in our culture has always been among the persons of little importance" (p. 45). Etzioni (as cited in Leggatt, 1970) argued that teaching was a "semi-profession" (p. 157). Still others have written about the *careerlessness* of educators (Holmes Group, 1986).

Since the mid-1800s, teaching has been largely a female occupation (Engvall, 1997; Marcus, as cited in Freidson, 1973). The overrepresentation of women often meant that teachers were held in low esteem (Etzioni, as cited in Leggatt, 1970). Males who taught faced the stigma of joining a low-status profession (Higuchi, 1992).

During the last century, many young adults taught school before assuming the responsibilities of their actual careers (Holmes, 1986). Women typically chose marriage and full-time housekeeping, although they sometimes returned to teaching. Men usually moved from teaching into higher education, educational management, or other white-collar occupations (Pecanic, 1998).

Teaching has been considered more of a trade than a profession (Valadez, 1998). Among teachers, a strong reliance on external expertise and directive management became the norm. Furthermore, other historians have equated the low compensation provided to teachers with low professional status (Herbst, 1989).

The Professional Model

Sociologists have developed what is known as the professional model (Evans, 2002) – a series of organizational characteristics associated with professions and professionals, and useful to distinguish professions and professionals from other kinds of work and workers (Leggatt, 1970, p. 155). These characteristics include rigorous training, positive work conditions, high prestige, high levels of authority and autonomy, membership in professional organizations, high salary, and an overall ethic of serving the public good (Vollmer & Mills, 1966, as cited in Evans, 2002; Hall, as cited in Evans, 2002; Hughes, as cited in Evans, 2002). Shanker (as cited in Higuchi, 1992), Abbott (1991), Etzioni (1969) and Leggatt (1970) added ethical norms and a shared knowledge base to this list. From this standpoint, occupations can be assessed according to the degree to which they do or do not exhibit the characteristics of the professional model. The established professions of law and medicine are usually regarded as the strongest examples of the professional model (Florin, 1987; Ingersoll et al., 1997).

In their quest to understand organizational culture, sociologists have been careful to distinguish professionalization from professionalism. The process whereby occupations seek to upgrade their professional status by adopting the attributes of the professional model is known as professionalization (Ingersoll, 2001; Ingersoll et al., 1997). Abbott (1991) added that the process is a multilevel and complex continuum, not a simple action (p. 380). Kudva (1999) summarized professionalism as "a bent of

mind, an attitude towards the work one does, deep involvement in work with a high degree of competence, diligence, and a flexible approach to working hours" (p. 2).

Applying aspects of the professional model to teaching, Ingersoll et al. (1997) identified the following characteristics of professions and professionals in his analysis of teacher professionalization and teacher commitment:

Induction

- the provision of mentoring programs for beginning teachers
- the effectiveness of assistance provided to new teachers

Credentials

- the use of professional criteria for hiring teaching job candidates

Professional Development

- the extent of participation of teaching staffs in activities sponsored by professional teaching organizations
- the provision of financial support for teachers' continuing education

Compensation

- the highest salary levels offered by schools

Authority

- the extent of influence collectively wielded by faculties over school policymaking
- the degree of individual autonomy exercised by teachers over planning and teaching within their classrooms. (pp. 5-7)

Tanck (1994) added to Ingersoll's list of professional criteria by including a knowledge-based competence, service orientation, collaboration, ethics, and accountability. Both Ingersoll and Tanck determined that teaching falls short as a profession since educators do not control certification and admission to the profession.

Sugar and Warren (2003) surmised that the field of teaching will become more professionalized when teachers become the "locus of control" for decision-making rather than being at the mercy of others to make decisions for them. Sarason (1993) continued that teachers see themselves at the bottom of the decision-making hierarchy, resulting in feelings of powerlessness. Many more researchers (Herbst, 1989; Pennington, 2001; Sutton, 2001) reported that teaching cannot compare professionally with other fields because of the compensation structure of the field.

Research surrounding teaching as a profession has focused on a wide range of characteristics of teachers, teaching, and schools. It was noted that wide differences exist in what is meant by profession, professionals, professionalism, and professionalization (Ingersoll et al., 1997; Kudva, 1999). For some, staff development – training and educational programs designed to upgrade the skills and knowledge of teachers – is the primary focus. To others, the degree of staff collegiality, school culture, and collaboration is the issue. Others are concerned with changing the organizational conditions in which teachers work such as the degree to which school decision-making is placed with the teachers. Finally, to some reformers, occupational characteristics such as licensing and certification for entry into teaching, are the concern (Ingersoll et al., 1997). For the purpose of this study, a combination of variables from the research review was used.

Section III – Variables of This Study

From the review of career professionalization literature, five variables of interest were selected by this author that will serve to identify professional aspects of the teaching field that might encourage someone to consider teaching as a career. Four of the variables – autonomy, compensation, credentialing, and professional development – were used in Evans' (2002) study investigating organizational characteristics of magnet schools. A fifth variable, collaboration, was selected due to a preponderance of literature that included this characteristic of professionalized work places (Bolman & Deal, 1994; Bradley, 2002; Darling-Hammond, 1995; Firestone & Pinnell, 1993; Middleton, 2001; Smylie & Brownlee-Conyers, 1992).

Autonomy

The extent to which a professional utilizes his or her own judgment within the sphere of work (Hall, as cited in Evans, 2002) for decision-making characterizes autonomy. For teachers, Darling-Hammond (1997) and Marks and Louis (1997) have identified two forms of autonomy: micro (within the classroom and the school) and macro (teacher influence over policy-making). Firestone and Pinnell (1993) use the term *participation* when referring to teachers' influence over strategic decisions outside of the classroom.

That teachers practice autonomy within their classrooms is an uncontested area of influence. Teachers have traditionally controlled their classroom environments (Evans, 2002). However, students perform better when their teachers feel as though they have expanded decision-making authority within the larger school community

(Henig, 1999). Examples of teacher autonomy within the school include participation in the hiring of faculty, scheduling, setting school discipline policy, creating the content of school staff development, spending the school budget, evaluating teachers in the school, and establishing the school curriculum. Based on student outcomes, Chubb and Moe (1990) reported that high-performing schools were schools in which the teachers felt they had more influence, and poorly performing schools were staffed with teachers who felt they had little or no influence at the school level.

Influence over school policy is an important aspect of the professionalization of teachers because it indicates the degree of autonomy teachers have over their working environments and the organization itself (Evans, 2002). Further, teacher participation in decision-making at all levels improves the collegiality of faculty and promotes ownership while increasing professionalization (Owens, 1987).

Collaboration

Professional collaboration – the art of working collectively (author) – has long been a characteristic of the corporate world. But only in the last two decades has the field of education moved from privatized practice to a more collaborative model. In schools, reflective dialogue and open sharing of classroom practices are hallmarks of professional culture (Louis & Marks, 1998). The term "professional community" describes collaboration in schools where interaction among teachers is frequent and teachers' actions are governed by shared norms focused on the practice and improvement of teaching and learning (Bryk, Camburn, & Louis, 1999, p. 753). Many times this interaction takes the nature of mentoring or coaching (Guiney, 2001) when

teachers observe each others' practices and participate in joint problem solving and peer collaboration. Marks and Louis (1999) found that professional community is strongly associated with high-quality teaching and students' sense of community and inclusion in the school setting.

Strong professional communities are a vehicle for school-wide knowledge processing. Creating a professional community enhances a school's capacity for learning (Fullan, 1993; Sergiovanni, 1992). Professional community departs from the normal practice in schools in that teachers do not work in isolation, but collaborate within a professional culture (English & Steffy, 2001; Louis & Marks, 1998). Collaboration has become critical to achieving the goals we have set for education (Middleton, 2001; Thomas, 1993).

Compensation

Professionalized occupations offer compensation commensurate with the time needed to learn the skill, the training involved, and the complexity of knowledge needed to recruit and retain practitioners (Ingersoll, 2001). More professionalized occupations offer more competitive salaries, and the income of professionals is generally linked to performance. Although compensation can take forms other than salary, such as loan forgiveness, supplemental pay for additional responsibility, tax reductions, and other benefits, teachers have usually been paid uniformly regardless of performance.

Integral to educator professionalization is salary (Evans, 2002). Among college graduates, Ingersoll (2001) and Hirsch et al. (1998) found teachers to earn less than all

other occupations studied. The average beginning teacher salary is $26,639, more than 33% lower than the average starting salary ($37,194) for college graduates (2000 AFT survey, as cited in Bradley, 2002).

Credentialing

Credentialing proves a person has the level of skills necessary for entry into a profession (Etzioni, 1969; Evans, 2002). An occupation must link skill and training to credentials to maintain professional authority. Deviation from standards weakens professionalization and fails to protect the public from unskilled practitioners (Wilensky, 1964).

Darling-Hammond wrote of a strong correlation between measures of teacher preparation and certification and increased student outcomes, both before and after controlling for student poverty and language status (Darling-Hammond, 2000). As the move toward teacher professionalization has gained momentum, there has been a corresponding increase in credentialing requirements for teachers and certification should reflect the extent of the teacher's knowledge (Ingersoll, 2001).

Professional Development

Professional expertise is the process of continuous learning in a relevant field (Futrell, 1994). Professionalized workplaces recognize and support employee professional development as it expands the meaningfulness and professional stature of the occupation. It enables the practitioner to maintain skill levels, stay up-to-date with techniques, and better perform core tasks. Continuous learning helps avoid burnout and

task routinization while increasing job efficacy that in turn leads to higher satisfaction and commitment (Evans, 2002).

Professional development is an integral component of teacher professionalization. Participation in professional development opportunities allows teachers to update skills that result in student achievement (Ingersoll et al., 1997) and enjoy the benefits of increased job efficacy, reduced burnout, higher job satisfaction and commitment. Teachers must continually update their skills and knowledge base to teach effectively (Ingersoll et al., 1997; Kudva, 1999; Marks & Louis, 1999; Thomas, 1993). Evans (2002) noted that the longer the tenure of the teacher, the less likely the participation in professional development opportunities. (Evans conjectured that the more mature teachers might have participated in all the classes they believe they need and are less likely to keep going for more.)

Section IV – The Problem

Few educational problems receive more attention than the possibility that our children's classrooms may not be staffed by qualified teachers. In 1966, more than 20% of college freshmen indicated an interest in teaching (Astin, Green, & Korn, as cited by Conaway, Saxon, & Woods, 2003). Although survey results reported by Haselkorn and Harris (2001) maintain the attractive power of teaching as a career choice, Ward, Fernandez, and Wells (2001) report that three-fourths of high school students have no interest in a teaching career. Of those who do choose to complete teacher certification programs, many never enter teaching careers (Bradley, 2002) and

some leave teaching early in their careers (English & Steffy, 2001). Staffing classrooms with under qualified teachers has the potential to undermine professional aspects of the teaching field (Darling-Hammond, 2000; Grossman, 2003) and contribute to student lack of success.

Is There a Shortage of Teachers?

The question of teacher supply and demand has generated a national debate. Darling-Hammond (2000) discussed a looming teacher shortage brought on by increasing student numbers, teacher retirement, and teachers leaving the classroom after a few years. Bracey (2002) and Wayne (2000) denied a system-wide teacher shortage. A paper presented by National Center for Education Statistics economist William Hussar (as cited in Bracey, 2002), titled, "Predicting the Need for Newly Hired teachers in the U.S. to 2008-2009," sought to explain the teacher shortage question. Although Hussar (as cited in Bracey, 2002), posited that two million teachers would be needed during this period, the number has led to the perception of a shortage because many observers have interpreted "newly hired" as "first-time hires" (p. 331). Hussar explicitly mentions that new hires include people returning to teaching after some period of absence, and his paper assumes that supply will meet demand.

Elementary and secondary public school enrollment was 48 million in 2003 and is projected to increase to 49.7 million by 2013 primarily due to rising immigration and a 25% increase in the annual birth rate that began in the 1970s (National Center for Education Statistics [NCES], 2004). In 2001 there were 3 million public school teachers, projected to rise to 3.2 million by 2013 (NCES, 2004). According to NCES's

analyses, from 2000-2005 enrollments should raise only one percent, and from 2005-2010 enrollment should decline, though minimally. If these projections are correct, the teaching force will hardly need to grow at all. The only growth will derive from declines in pupil-teacher ratios. Wayne (2000) contended that those alarmists who decry a severe teacher shortage impart urgency to draw attention.

Beyond the fact that many studies suggested that we need more teachers, there was also an emphasis that better teachers are needed (Bradley, 2002; Hirsch et al., 1998; National Commission on Teaching and America's Future, 1996). Darling-Hammond and her colleagues (1999) pointed out that the issue of supply in teaching is "not one of bodies, since most states are willing to lower standards to fill classrooms, but one of quality" (p. 187). Previous studies indicated that education majors had lower reading, SAT, or ACT scores when compared to non-education majors (Cardina & Roden, 1998; Latham, Gitomer, & Ziomek, 1999). According to College Board (1993) statistics, preservice teachers had combined SAT scores 47 points below the national average.

California reports 14% of the teaching workforce did not hold a preliminary or clear teaching credential in 2001. The number of under prepared teachers in that state is projected to grow to 65,000 by the end of the decade (Center for the Future of Teaching and Learning [CFTL], 2001). In Texas, nearly one-fourth of teaching vacancies are filled by teachers who lack full certification. (Texas A&M University System and the Texas Education Agency Partnership for Texas Public Schools, 1999).

When uncertified teachers are hired:

- There is a shortage of veteran teachers to serve as mentors and coaches, especially in schools with high percentages of under prepared teachers.
- Workplace conditions and the high ratio of under prepared teachers impede the delivery of professional development.
- In schools with large numbers of under prepared teachers, there is often a lack of professional development opportunities geared specifically to veteran teacher needs (CFTL, 2001).

Since one of the hallmarks of a profession is a specialized body of knowledge acquired through professional education, emphasis on quantity, not quality of teachers, ignores research indicating that courses in how to teach a subject contribute more to a teacher's success than additional subject-matter courses. (For an overview of this research, see Wilson, Floden, & Ferrini-Mundy, 2001.) The Harvard Education Letter (Grossman, 2003) contended that the influx of under qualified teachers into classrooms has the potential for dismantling professional education.

No Child Left Behind Act

Policymakers have proposed myriad solutions to obtain teachers from sources other than traditional teacher preparation programs. One of the main tenets of our most recent educational legislation, the *No Child Left Behind Act* [NCLB] of 2002, focuses on teacher certification and innovative methods of providing our nation's children with "quality teachers" (Berry, Hoke, & Hirsch, 2004). This legislation consolidates several smaller federal programs into one comprehensive grant program for states, giving them

additional flexibility in meeting their teacher training, recruiting, and retention needs. NCLB specifically addresses the professional tenets used in this study by its focus on professional development, certification, compensation, and by developing effective recruitment and retention strategies (Executive Office of the President, 2002).

Teacher Attrition

Almost 40% of the newly certified teachers hired leave the field within the first five years of employment. English and Steffy (2001) cited forces within the system causing the teacher to go into withdrawal. Some studies suggest these may be our most intelligent teachers, based on their college entrance exams (English & Steffy). The key to keeping these teachers in the field may be related to the ability of the system to provide the necessary professional development activities to enable these teachers and others to perpetuate the reflection, renewal, and growth cycle.

Ingersoll (2001) joined English and Steffy in investigating the possibility that there are other factors, those tied to the organizational characteristics of teaching and working conditions of schools that drive early exit from teaching careers. Rather than look to increases in student enrollment and teacher retirements as the reasons for school staffing shortfalls, these researchers blamed inadequate administrative support, low salaries, student discipline problems, and limited faculty input into school decision making for teachers leaving prior to retirement. John Merrow (as cited in Peske et al., 2001) lamented, "The [teaching] pool keeps loosing water, because no one is paying attention to the leak. We're misdiagnosing the problem as 'recruitment,' when it is

really ‘retention’” (p. 301). Ingersoll cautioned school leaders to focus on issues that contribute to turnover rather than recruitment.

Teacher Effectiveness and Student Performance

When it comes to ensuring student success, nothing is more important than a competent and committed teacher (Schlechty, 2002, p. xxi). Educators are the critical link between public aspirations for better schooling and the actual performance of children (Hirsch et al., 1998; Protheroe, Lewis, & Paik, 2002; U.S. Department of Education, 1999). Students who were assigned to several ineffective teachers in a row had significantly lower achievement and than those who were assigned to several highly effective teachers in sequence (Sanders & Rivers, as cited in Darling-Hammond, 2000). Students who started at similar achievement levels in reading and math at the beginning of third grade were 34-50 percentile points apart three years later, as a result of the difference in effectiveness of their teachers (U.S. Department of Education, 1999).

In Haskelkorn and Harris surveys (2001), Americans ranked the quality of teachers as having the greatest influence on learning, with the percentage increasing from 55-60% over the two-year period. In 2000, 89% of the respondents rated “ensuring a well-qualified teacher in every classroom” as very important, with an additional 10% saying that it is somewhat important.

Increased emphasis on student achievement and the related movement for teacher accountability (NCLB) has focused attention on the academic preparation of teachers (Conaway et al., 2003). NCLB specifically addresses the professional tenets

used in this study by its focus on professional development, certification, compensation, and by developing effective recruitment and retention strategies, including reciprocity agreements between states (Executive Office of the President, 2002).

Disincentives – why not become a teacher? People cite a number of reasons why they do not seriously consider careers in teaching. Well-publicized inadequacies of the educational system – low pay, long hours, previous experience with teachers – have become disincentives to choosing a teaching career (Clayton, 2001; Green & Weaver, 1992; Maeroff, 1994; Riley, 1998). Expanded professional opportunities for women and minorities and the general lack of prestige associated with teaching combine with more attractive career options to provide more appealing choices for those entering the workforce. These factors cause prospective teachers to approach teaching tentatively or conditionally.

A key recommendation of *A Nation at Risk* was to address the working conditions of teachers that would attract and retain candidates into the profession. Such working conditions included competitive salaries, opportunities to engage in professional development, and a voice in decisions that affect their practice (as cited in Grossman, 2003). The U.S. Department of Education (1999), in *A Talented, Well-Prepared Teacher in Every Classroom,* explored systemic dilemmas that further decrease the attractiveness of teaching to the kinds of individuals the Department hopes to lure into the classroom. These include:

- Cumbersome procedures. The National Commission on Teaching and America's Future (1996) report found that "many districts do not hire the best-qualified applicants for teaching positions because their own procedures keep them from doing so" (p. 4). Problems include cumbersome screening processes and hiring decisions delayed until the school year starts.
- Lack of portability. The lack of portability of credentials, pension, and credited years of experience among states and districts discourages teachers from teaching where they are most needed.
- Poor working conditions. Poor school leadership, run-down facilities, large class sizes, and a lack of books and supplies are factors that cause many talented teachers to leave the profession prematurely.
- Low salaries. The salaries of new and experienced teachers create recruitment and retention problems. Despite the fact that 78% of the public favor raising teacher salaries in order to meet the nation's recruitment challenges, teacher salaries are lower than those for most other degreed professions.

The average salary for beginning public school teachers ($29,088) and the average overall teacher salary ($39,081) are significantly lower than those for other professions requiring similar education. Further, after adjusting for inflation, teachers' salaries actually declined 1% between the 1990-1991 and 2000-2001 school years (National Center for Education Statistics, 1997, 2004).

Notwithstanding systemic dilemmas that detract from the decision to become an educator, some teachers may be contributing to the decreasing attractiveness of teaching as a profession. Responding to *Why don't people want to become teachers?* on Texas A&M University Principals' Center online message board, Mike Walker (personal communication, October 24, 2002) stated, "We [educators] are our own worst enemies in many cases. We complain in front of students and put our profession down in public and in our private circles. People sell professions."

Mike Holt, (personal communication, October 24, 2002), a secondary principal, continued:

> I think students do want to be teachers. I find that more students want to be teachers than what is usually expected. What I do believe is happening is that teachers vocalize their disappointments to their students about pay issues, lack of respect, long hours, lack of appreciation of parents, and dissension among teachers.

"Schools are the best example of limited opportunity for advancement of personnel. Strapped with a single salary schedule and little hope of promotion, teachers can feel frozen in place for an entire career" (Hoyle, 2002, p. 13). The Holmes Group (as cited in Darling-Hammond, 1997) addressed a state of "careerlessness" (p. 32) where ambition and accomplishment have gone unrewarded both in terms of expanded responsibilities and autonomy, and higher salaries. Further, teachers report five hours of preparation time on a weekly basis and limited time to collaborate with their colleagues. With these systemic disincentives, is it reasonable to expect teachers to promote their profession as an attractive career choice?

Section V – Teacher Responsibility in Recruitment

The belief that teachers have considerable influence on their students is not usually open to debate. Much of the research related to the choice of teaching as a career has been conducted on those who can be directly impacted by practicing teachers – student teachers, education students, and early career teachers (Gerdeman, 2001). Because of this influence, Green (1994), Taylor (1995), and others argued for grassroots recruitment that places the burden of teacher recruitment squarely on the shoulders of teachers.

The importance of educators' involvement in the recruitment of future teachers is addressed in a 1999 collaborative study between the Texas A&M University System and the Texas Education Agency Partnership for Texas Public Schools, *A Proposal for Teacher Recruitment Initiative*. Teachers ranked second behind parents as having the most influence on students' career choices. In fact, the teacher-mentor role can have such a great impact that many teachers choose to teach the same grade level and subject area as the ones in which they were most influenced as students (as cited in Ward et al., 2001).

Green and Weaver (1992) determined that the decision by males to enter the teaching profession was primarily influenced by previous teacher role models; the decision by females was more influenced by family members. However, in the overall analysis, all students reported being influenced by their high school teachers more so than anyone else. Much less influence seemed to be exerted by the family in Green and Weaver's studies. Even though teachers have influenced many to pursue the same

career path, a recent survey reported that the majority of teachers returning for a third year of service would not encourage graduating college seniors to enter the profession of teaching (Cain, 2001).

Given this information, "What is the role of practicing educators in encouraging capable students to consider careers in teaching?" the following questions were generated as part of a U.S. Department of Education (1999) initiative on teaching and are designed to challenge teachers to think about how they might begin:

- What role could I play in **recruiting talented individuals** into the profession? How do I respond when an excellent student shows an interest in pursuing a career in teaching?

- What could I do to ensure that **prospective teachers are well prepared** for the challenges of the classroom? What do I do to support the student teachers in my school?

- What role could my colleagues and I play in the **hiring of new teachers**?

- How might I ensure that **beginning teachers** receive the support they need? What could my colleagues and I do to begin to change a system that gives our newest teachers the most difficult classes and the extracurricular activities that no one else wants? What am I doing to support the new teachers in my school?

- What role could my colleagues and I play in addressing **poorly performing teachers**?

- What could my colleagues and I do to ensure that **excellence in teaching is encouraged and rewarded**?

- How could I **open my own practice to examination** and **improve my own practice**? What could I do to have more opportunities to observe, and be observed by other teachers?

- What could I do to help ensure that teachers are given opportunities **to grow and to develop as professionals**? How might I promote effective professional development based on the needs of the teachers in my schools?

- What could I do to **help my colleagues improve their practice**? How willing am I to share my effective strategies with others?

- What is the one thing I can do, or one step I can take, to ensure that there is a **talented, dedicated, and well-prepared teacher in every classroom**? (p. 18)

The above questions do not have simple answers, but the discussions these questions are likely to generate may include aspects of teacher professionalization that could impact the decision to pursue a career in education.

Before looking at current teacher recruitment initiatives, it was important to review aspects of effective initiatives generated by The U.S. Department of Education (1998):

- Recruitment of potential teachers begins early, often through organized groups and activities in the middle grades.

- Programs identify non-traditional and academically able students who show teaching potential.

- Initiatives provide substantial information about careers in teaching for candidates, balancing both the changes taking place and current realities that often dissuade those with teacher preparation from actually entering the field.

- Current master teachers are directly involved in the recruitment and career counseling of potential teachers.

- Students are introduced to teaching as a career through job observations, teacher shadowing, and school visits.

- Policies focus on recruiting future teachers from under-represented minority groups and from students with special interest in the fields where there are great shortages, such as math, science, bilingual, and special education. State and institutional policies provide incentives for undergraduates to teach in these fields for a specified time after college graduation. (p. 15)

A sample of current teacher recruitment initiatives is subsequently reviewed in the next segment that could involve classroom teachers in promoting the teaching profession.

Current Initiatives

Pre-collegiate programs. More than half of all new teachers say they decided to become teachers while in middle school or high school (National Teacher Recruitment Clearinghouse, 2002; Olson, 2000; Recruiting New Teachers, 2000; South Carolina Center for Teacher Recruitment, 1998; U.S. Department of Education, 1998). In order to reach these students, school districts, colleges, and national organizations are working together to help young students learn about teaching.

Phi Delta Kappa International, a professional education association, sponsors Future Educators of America (FEA) in order to encourage middle and high school students to consider careers in education. FEA clubs have been organized on secondary school campuses to present positive teaching role models, provide practical experiences to teach alongside experienced teachers, and facilitate opportunities to attend college (Phi Delta Kappa International, 2001). Other pre-collegiate programs offer elective credit courses with opportunities for actual in-classroom training, summer camps, and internships. By offering students activities and interaction with those currently in the field of education, prospective teachers' interest can be increased and sustained.

Collaborative partnerships. Another recruitment tool in which teachers have participated is collaborative partnerships. The most common type of partnership is

between school districts and educational institutions. These programs are designed to identify talented teaching prospects and provide the encouragement and support necessary for completing teacher preparation and ultimately become certified. Tanck (1994) pointed out that practicing teachers who participated in these partnerships continually enrich and expand their professional knowledge base.

The Houston Area Initiative (Zellner, Green, Garcia, Byrd, & Kracht, 2003) is but one example of a school-university partnership that recognizes the role teachers play in teacher recruitment. Supported in part by the Texas A&M University College of Education and Human Development, schools from three Houston area school districts, the Spring Branch school district, and three Houston Community College campuses seek to attract first-generation college students from underrepresented cultures to the teaching profession in urban schools. The emphasis is on the recruitment of aspiring teachers to teach in the high need areas of bilingual education, English as a Second Language, special education, math, science, and reading. As a three-tiered program, it is designed to market the teaching profession at multiple levels by attracting school-age students, community college students, and adults employed as classroom education assistants to become certified teachers.

Since community colleges play a large, but often overlooked role in teacher education, Gerdeman (2001) addressed this "entry point into higher education for many teachers" (p. 1) by reinforcing ways that these entities participate in recruiting and preparing future teachers. These initiatives and similar programs fulfill important goals of partnerships by assisting prospective teachers in preparation programs, providing

mentors for aspiring teachers from high school through college, and promoting the positive aspects of teaching as a rewarding career. Additionally, community colleges employ a large number of practicing teachers who not only share their teaching experience, but also these teachers can recruit students who are in the formative years of the career decision-making process.

Professional Development Schools and other laboratory-type schools take education courses off college campuses, put university students in classrooms and team classroom teachers with college professors. Professional Development Schools provide the necessary conditions for "making educators true professionals, which is the first step toward an effective educational system" (Sid W. Richardson Foundation Forum, 1993, p. 4).

Teacher leadership. Troen and Boles (1994) stated that teacher leadership has the potential to become a powerful catalyst for the professionalization of teaching. Examples of teacher leaders have included lead teachers, master teachers, department heads, members of the school's governance council, mentors' sharing expertise, volunteering for new projects, and bringing new ideas to the school (Barth, 2001; Leithwood & Jantzi, 1999). Lieberman and others (1988) characterized the teacher leader not as an accumulation of skills, but a way of thinking and acting that is sensitive to teachers, to teaching, and to the school culture.

No Child Left Behind (Executive Office of the President, 2002) advocates for expanded leadership opportunities for teachers with the following goal as part of a large number of initiatives designed to encourage leadership within the teacher ranks:

> Developing initiatives that provide teachers with choices in their career paths, such as becoming a mentor for new teachers, and then moving up to being a supervisor of all mentors; or becoming a provider of specific professional development activities, and then graduating to training others to do the same. (p. 7)

Teachers of the Year from across the nation have gathered as an ongoing Advisory Council to SouthEastern Regional Vision For Education [SERVE], (Moller, Childs-Bowen, & Scrivner, 2001) to discuss teacher professionalization as it relates to issues of teacher recruitment and improvement. Emphasizing that the future quality of our educational system depends upon the effectiveness of teachers currently in the system and those training to become teachers, the advisory group listed leadership skills development (e.g., training in public relations, decision-making, and teamwork) as a high priority (Thomas, 1993).

Mentoring and coaching programs. Mentoring programs have the potential to reduce the dropout rate of teachers from 50 to 15% percent during the first five years of teaching. Studies indicate that compared to other forms of new teacher support, mentored novice teachers are more effective in their early years of teaching, tend to focus on student learning sooner, and remain in the profession longer (National Commission on Teaching and America's Future, 1996). This initiative alone has the potential to impact the need for more teachers. The best teacher preparation programs can only go so far in preparing teachers for the classroom. If new teachers are to become effective and remain in the classroom, they need continued on-the-job support (WestEd, 2000) by a carefully selected and prepared mentor teacher. "Mentoring is

moral – we must not abandon beginners who have been placed in the complex work of teaching" (Berliner, as cited in Scherer, 2001, p.10).

National Board for Professional Teaching Standards (NBPTS). Though not specifically designated as a teacher recruitment initiative, NBPTS certification was created as a voluntary opportunity for teachers to measure their own practice against rigorous standards. When *A Nation Prepared* (Carnegie Forum, 1986) advocated for increased professional teaching standards and a restructured teaching force similar to the differentiated roles called for by the Holmes Group, NBPTS was created (Herbst, 1989). More than 24,000 teachers have completed this certification since its inception in 1987. Certification is often linked to supplementary pay (Haselkorn & Harris, 2001) and increased status within the profession. Some states offer a $10,000-a-year raise for 10 years to those who earn the NBPTS certificate and agree to act as mentors for new teachers (Haskelkorn & Harris, 2001; Scherer 2001). According to many, National Board Certification is redefining teaching as a career. A number of preparation programs are using the Board's standards as models of accomplished teaching for future teachers as a means to prepare first-rate people for the teaching profession and stem the tide of those departing.

These initiatives provide opportunities for teachers to be involved in recruitment as they become more aware that a large part of their role as a teacher is "to improve their profession" (Fullan, 1994, p. 251).

> No one else can change the perception of teachers except teachers themselves, but there are three million them. And they ought to be out there – and much more active than they are (Berliner, as cited in Scherer, 2001, p. 10)

What other opportunities exist for teachers to esteem their profession and cause others to consider careers in teaching? Berliner (as cited in Scherer, 2001, p. 10) continued that teachers can change the public's perception by providing more leadership, being more politically active, and by showing that they are concerned about the community. Moreover, he encourages them to share their intellectual skills with the public by writing op-ed pieces and letters to the editor and by speaking at public meetings. Taylor (1995) stated, "allowing the teaching practice of the best influence the rest" (p. 175). Master teachers must be intentional in their efforts to promote teaching as a career option by giving workshops, allowing their classes to be videotaped, and by being monitored by students and other teachers.

Pecanic (1998), in his study of males who become teachers, related a "worst teacher" scenario given by one of his survey group members. A teacher had influenced him so negatively that he would use his social science/history degree only in teaching as a "last resort" (p. 215). Others shared "worst teacher" stories with a determination to be much better than that teacher.

> My high school teacher that I was so fond of…a person who had an impact, not only on my education, but as a person I would like to be like when I become a teacher. I would say he's had an indirect impact on my decision to go into teaching. (Pecanic, 1998, p. 216)

Another teacher stated:

> In eighth grade, I had a language arts teacher. Her name was Mrs. S. I remember thinking to myself "this is a waste of time…I'm not benefiting at all"…as an undergrad they say '"Oh, are you going to teach?"' I said "no, I don't want to teach." I think, in a way, she's had a rather large influence on me I really denied myself the teaching path. (Pecanic, 1998, p. 216)

Administrator and Policymaker Support

Higuchi (1992) contends that the key to educational reform is the professionalization of teaching. As reported in the previous section, teachers can and should be an integral part of raising the status of their profession. However, teachers need bold actions from school- and district-level administrators as well as policymakers to put into place the kind of systemic reform required for greater professionalization of the educator field. These organizational and human resource supports are routinely found in other fields and are needed if teachers are expected to function as true professionals (Haselkorn & Harris, 2001). Moreover, Ingersoll (2001) cautioned school leaders to address these organizational issues since they contribute to teacher turnover, which, in turn, impacts school staffing. The variables used for this study are further discussed in light of administrative and policymaker support.

It can be argued that increasing teacher salaries would increase teacher professionalization and boast recruiting efforts. Raising salaries was ranked by teachers (Cohn & Kottkamp, 1993) as the main way to keep teachers in the classroom rather than lose them to administration or other careers. Berliner (as cited in Scherer, 2001), in his interview with Scherer stated:

> Seven out of 23 nations exceed the United States in starting salaries for teachers. The richest nation in the world is the United States, and yet we pay our teachers less. Nine of the nations exceed the United States in salaries at the top of the schedule. Those other nations are saying that education, educators, schools, and children are worth more to them. The U.S. is saying to its educators that they are not really important: If we thought they were important, we'd pay them a larger share of our gross domestic product as other nations do. (p. 7)

Those who might consider a career in teaching have had to weigh intrinsic rewards against lower salaries and often-difficult working conditions (Hirsch et al., 1998). Teachers often use their own resources to provide classroom supplies, supplemental materials, and other classroom necessities. “America’s teachers subsidize public education” (Higuchi, 1992, p. 12). Though NCLB allows teachers to deduct up to $400 for qualified expenditures incurred after December 16, 2003, on their federal tax returns, thereby recovering a portion of their personal expenses, teachers report that this deduction falls miserably short of what they actually spend.

Additionally, other financial incentives proposed by NCLB could assist in recruiting teachers. Options that have been implemented to make teaching a more attractive profession include subsidized housing and low-interest mortgages, scholarships, and loan forgiveness. “Highly qualified” teachers (U.S. Department of Education, 2002, 2003) are eligible for the loan forgiveness program if they teach math, science or special education in low-income schools for five consecutive years (Executive Office of the President, 2002). School principals and administrators are aware of limited opportunity for (financial) advancement of personnel and have attempted to build in cash incentives for participating in professional development and assuming teacher leader positions (Hoyle, 2002).

Extending beyond compensation, organizational restructuring that facilitates collaboration (e.g., mentoring of new teachers, team teaching, shared decision making) offers hope for greater teacher professionalization. Learning requires a school structure built around the ongoing social processing of knowledge – one that produces a shared

and guiding vision for high-quality work among teachers, students, and administrators (Marks & Louis, 1999). Also relevant to collaborative processing was a 1999 study of Chicago area schools that have experienced difficulty in recruiting and retaining talented teachers (Englert, as cited in Byrk et al., 1999). The study linked professional communities in schools with increased learning among faculty. Organizational factors that contributed to collaboration were school size, administrative support, and trust among members.

Teacher autonomy, both in and outside the classroom, has been shown to increase profesionalization. Teachers want and need to participate in decisions, particularly those that affect them. However, those closest to the problems and issues are often neglected when decisions concerning them are made (Bradley, 2002). Teaching is a dynamic, individual, interactive, intellectual activity that cannot be routinized. Change must be grounded in local discretion and in decision-making that involves teachers as participants rather than as targets of the process (Smylie & Denney, 1990).

Teacher certification and licensing is another recruitment area that is drawing attention and controversy. A 2001 study of 50 teachers by Peske, Johnson, Kauffman, and Kardos suggests recruiting teachers from a variety of sources, rather than focusing on traditional teacher preparation programs. A sample of alternative programs follows:

- Troops to Teachers – Provides increased funding for teacher certification programs for members of the Armed Services.

- Transition to Teaching – Provides funding for career professionals and recent college graduates in teacher training programs.
- Teach for America – Supports recent college graduates who commit two years to school districts that have had difficulty in recruiting staff. (Executive Office of the President, 2002, pp. 8-10)

The controversy arises over alternative methods of certification when there is philosophical disagreement about what is important in teacher preparation, i.e., is content knowledge of a subject sufficient for teacher certification? Or, is effective pedagogy more important for student achievement? (Pryor, Kang, Brown, & Haney, 2004). Pam Grossman (2003), professor in the School of Education, Stanford University, believes that easing the standards for entry into teaching will cause the profession to "remain at risk" (¶ 18).

The interest in the professionalization of teaching has gained impetus at all policy making levels. At the federal level, the No Child Left Behind Act of 2002 requires states to address increased support for the professional development of educators. Most states have already implemented increased standards for measuring student success as they struggle to mesh state accountability standards with the demands of Adequate Yearly Progress (NCLB). Providing high-quality induction and professional development, improving working conditions, paying well, and developing career ladders that engage expert teachers in sharing their creative wisdom and extending their influence, officials can ensure that students will be well prepared.

Section VI – Summary Statements

Teachers' perceptions on current issues in the field of education are often ignored. Their opinions on staffing our nation's classrooms are sometimes overlooked. It is the argument of this author that teachers have valuable information for education policymakers. Collecting and analyzing teacher perception data from some of the state's most recognized teachers may provide fresh insights in attracting the most qualified prospective teachers to the field.

Teaching is still viewed as the profession of greatest benefit to society. In a national survey of public attitudes toward teaching (Haselkorn & Harris, 2001), 62% of respondents chose teaching as the number one profession that provides the most benefit to society. It surpassed its closest rival medicine (22%). The public knows that teaching gives more back to America than any other profession.

Teacher quality has a powerful influence on student learning. Studies have shown that a teacher's ability, experience, and education are clearly associated with increases in student achievement (Berry et al., 2004; Darling-Hammond, 1997; Fullan, 1993; WestEd, 2000). Spending additional resources on teacher professional development is the most productive investment schools can make to raise student achievement. But what other aspects of professionalization will contribute to the attractiveness of a career in education and raise the overall status of the profession? Can disincentives (e.g., lack of sufficient classroom materials, low pay, or lack of teacher autonomy in decision- making) of the teaching profession be overcome or alleviated?

To enable present and future generations of students to meet more rigorous standards, our nation must have a supply of qualified classroom teachers, whose performance must evidence unprecedented levels of instructional proficiency and effectiveness. Our nation will continue to prosper only to the degree that we can ensure excellent teachers for all students. This fundamental principal presents formidable economic and organizational challenges for our country (Hirsch et al., 1998).

Attracting smart and capable people into teaching and ensuring that these people remain in the profession are issues of considerable urgency, if classrooms are to realize the visions of good teaching and learning embodied in continually rising academic standards. In this regard, teachers, policy makers, and administrators must work together to encourage the most competent individuals to enter the teaching field.

The task of recruiting strong teachers in the next decade is daunting but vital to the future of public education. Decisions made now will have an impact on the composition of our teacher force for years to come. The schools of the immediate future and beyond can be well staffed and effective if educators take seriously their responsibility to promote the profession of teaching.

CHAPTER III

METHODOLOGY

The purpose of this study was to identify the professional practices that encourage prospective educators to choose teaching as a career as perceived by Texas Teachers of the Year. All 159 state and regional Teachers of the Year from 2001 through 2004 were invited to participate. This chapter describes the research methods employed to complete this study and is divided into the following sections: population, procedures, instrumentation, and data analysis.

Population

Following a review of Terri Bucci's (2003) *Researching Expert Teachers: Who Should We Study?*, Texas Teachers of the Year were selected as the population for this study because of their commitment to excellence in education, teacher recruitment, leadership, and for being the designated spokespersons for all teachers. From Steffy's (as cited in English & Steffy, 2001) *Career Stages of Classroom Teachers*, Teachers of the Year typically fall into the "distinguished phase" – those who are recognized nationally and at state and regional levels for their contributions to the field.

The population included representatives from the 20 Texas Education Service Centers for the years 2001 through 2004. Each of the Regional Service Centers recognized two regional winners, one elementary and one secondary teacher each of the four years (Table 3.1). Two of the regional winners, one elementary and one

secondary teacher, became the state winners. Each year 40 teachers were selected for a population total of 159 for the four-year period (it should be noted that in 2002, Region 14 did not list a secondary teacher winner; thus, there were only 39 teachers named as recipients that year). Teachers in the accessible population, and their respective school districts, were retrieved from the Texas Education Agency website. Survey instruments were mailed to the school addresses of the teachers after being retrieved from school district websites.

Since 1969, the Texas State Teacher of the Year Program has honored excellence in classroom education and provided a forum to showcase many outstanding educators whose efforts and example have inspired their students, their colleagues, and the communities in which they serve. Every fall, the Texas State Teacher of the Year program honors two State Teachers of the Year – one in elementary education and one in secondary education – and Regional Teachers of the Year from each of the 20 Education Service Center regions. These educators become the spokespeople for all the teachers in the state. They also serve as traveling ambassadors for public education with a demanding schedule of speeches, workshops, and presentations while continuing to teach in the classroom. The program's mission is to select outstanding classroom teachers who are also able to speak for, motivate, and exemplify the contributions of all teachers.

Table 3.1. The Total Number of Teachers of the Year in the 20 Texas Education Service Centers and the Total Response Rate to Professional Aspects and Recruitment Survey

Education Service Center	Number Surveyed		Number of Respondents	
	Elementary	Secondary	Elementary	Secondary
Region 1	4	4	4	3
Region 2	4	4	1	3
Region 3	4	4	3	3
Region 4	4	4	4	3
Region 5	4	4	2	4
Region 6	4	4	2	2
Region 7	4	4	2	4
Region 8	4	4	3	3
Region 9	4	4	3	4
Region 10	4	4	3	1
Region 11	4	4	2	3
Region 12	4	4	4	3
Region 13	4	4	4	2
Region 14	4	3	3	2
Region 15	4	4	3	4
Region 16	4	4	3	3
Region 17	4	4	4	4
Region 18	4	4	2	0
Region 19	4	4	3	2
Region 20	4	4	4	3
Total		159	59	56

Survey Responses Received: 115.
Response Rate: 72%.

The state program is affiliated with the National Teacher of the Year Program, the oldest and most prestigious award program to focus public attention on excellence in teaching. Texas' finalist selection committee nominates one teacher to be considered for national honors. A selection committee representing the major national educational associations selects the National Teacher of the Year from the nominees submitted by the 50 states.

Classroom teachers traditionally have been the recipients of recognition under the program, but school districts may nominate librarians and counselors for regional, state, and national honors if they choose. All nominees must be employed by an accredited public school in Texas during the school year in which they are nominated to be eligible to accept the award.

Candidates should be skillful, dedicated teachers who plan to actively continue classroom teaching. They should take an active role in their communities as well as their schools and demonstrate professional poise and articulateness. The most important criterion in evaluating nominees is their ability to inspire a love of learning in students of all backgrounds and abilities.

Criteria for selection as prepared by the National Council of Chief State School Officers include:

- A concern for students and the capability to inspire them.
- The ability and willingness to work cooperatively with colleagues.
- A drive to initiate activities that improve instruction for students.
- An ability to work effectively with different groups in the community.

- The desire to stay informed about current educational theories and practices.
- An ability and willingness to make meaningful contributions to education.
- Examples of innovations started in the nominees' classrooms

(Texas Education Agency, 2003).

Procedures

The 159 State and Regional Teachers of the Year identified by the 20 Educational Service Centers from the years 2001, 2002, 2003, and 2004 were mailed an introductory letter in January of 2004. The initial mailing included a cover letter (Appendix A), the survey instrument (Appendix B), and a researcher-addressed and postage-paid return envelope. The group was informed that the purpose of the study was to assist in identifying professional aspects of teaching that serve to recruit new talent into the profession. The general goal of this research was to raise awareness among all educators of their role in promoting the status of the profession as attractive career option.

Anonymity of survey responses was assured to the participants; however, respondents were offered the opportunity to have their names included in the dissertation appendices (Appendix C) as an added incentive for participating in the study. No connections were made between individual responses and any identifying information. An email reminder (Appendix D) was sent to those teachers failing to respond within two weeks of the original instrument mailing. After another two weeks, the researcher had not received a 70% return rate on surveys; therefore, a telephone call

to non-respondents served as a third follow-up contact. Additional surveys were mailed when requested.

Instrumentation

In this study, a questionnaire was used as the instrument to collect data (Appendix B). The instrument, including frequency and attitude scales and a section for open-ended questions, was developed by the researcher after a thorough review of literature pertaining to the variables of interest and by using basic questionnaire research outlined by Gall, Borg, and Gall (1996). A four-point Likert-type scale was selected for Sections II and III of the instrument. Because the study focused on the perceptions of mature teachers, it was reasonable to believe that opinions would fall along one end or the other of the scale rather than being completely neutral.

The survey instrument was tested for reliability, validity, and structure during a pilot study with master teachers at the Academy of Creative Education in the North East Independent School District, San Antonio, Texas. Additionally, a panel of experts, including the doctoral committee of the researcher, reviewed the survey instrument.

Data Analysis

Both quantitative and qualitative data were collected. The study was designed to collect the majority of data using quantitative techniques. As such, descriptive statistics were used to analyze much of the data. All demographic variables as well as the professional aspects and the recruitment strategies were initially investigated using

descriptive procedures. The findings were graphically described using tables (Appendix E). For part of the study, the impact of selected demographic variables on the professional aspects and the recruitment strategies was investigated. To investigate the possibility of statistical significance, t-tests, ANOVAs, and chi-square analyses were employed to compare the possible impact of the selected demographic variables (Appendix F). Quantitative data were analyzed using the Statistical Package for Social Studies (SPSS Base 11.5.0, 2002). Qualitative methodology was employed for the portions of the survey in which open-ended responses were sought.

Summary

This chapter has described the Texas Teacher of the Year population group and the useable number of observations obtained from the group. Non-response error was a consideration in this study since it was usually undeterminable whether a subject could not be located, thus never receiving the study request, or whether a subject choose not to participate.

Additionally, the instrument development and data collection processes were described. The following chapter, Chapter IV, presents the results of the statistical analyses performed on the collected data with subsequent discussion.

CHAPTER IV

ANALYSIS OF DATA

The primary purpose of this study was to identify professional practices that encourage prospective educators to choose teaching as a career as perceived by Texas Teachers of the Year. Conversely, the study group was asked to identify those professional practices that do not influence prospective teachers to enter the teaching field. Additionally, Texas Teachers of the Year were asked to specify what activities they practice to encourage others to consider teaching as a career choice. Finally, demographic variables were analyzed to determine relationships to the professional practices of the teaching field and activities employed by Texas Teachers of the Year that promote the profession and influence others to become teachers. It is the hope of this author that the information will be used to enlighten teachers, administrators, and policymakers of their roles in elevating the status of teaching and in so doing attract prospective teachers to careers in education.

This chapter will display and analyze the data that were provided by the questionnaire included in Appendix B. Analysis of the data focuses on the three major sections of the questionnaire: Section I – Demographic Variables, Section II – Professional Aspects of the Teaching Field, and Section III – Recruitment Activities. The results of questions of Section I, Demographic Variables, are presented in a series of tables with frequency counts and percentages. The results of items in Section II, Professional Aspects of the Teaching Field, are frequency and percentage counts that

range in four categories in the following manner: (SA) Strongly Agree, (A) Agree, (D) Disagree, and (SD) Strongly Disagree. The descriptive statistics results of Section II are in rank order from the areas of strongest agreement to the areas of least agreement regarding professional aspects of the teaching field that might encourage someone to become a teacher. A complete listing and illustration of the mean responses and standard deviations of the Texas Teachers of the Year with respect to the variables explored and the identified aspects are included in Appendix E. The results of items that entailed written responses in Section II are presented and discussed qualitatively.

The descriptive results of Section III of the survey instrument, Recruitment Activities, are frequency and percentage counts that range in four categories in the following manner: Frequently (F), Often (O), Seldom (S), and Never (N). The descriptive statistics results of Section II are in rank order from the recruitment activities most frequently practiced to those activities never practiced. A complete listing and illustration of the mean responses and standard deviations of the Texas Teachers of the Year with respect to recruitment activities practiced are included in Appendix E. The results of items that solicited written responses are described and discussed in narrative style in this section of this analysis.

Description of the Sample

The population of interest was Texas Teachers of the Year from the 20 Texas Education Service Centers for the years 2001 through 2004. One hundred and fifty-

nine survey instruments were mailed in January 2004. The return responses included 115 surveys for a 72% return rate. All returned surveys were valid for use in this study.

To present a picture of the return sample, descriptive statistics of the demographic variables are presented. Not all respondents provided complete demographic information; consequently, the numbers presented are based upon available frequencies. The data collected in Section I, the Demographic Section, are presented in the following tables.

Table 4.1 reports whether or not the respondent was in a teaching position during the last school year. These have been identified as either yes or no. Those who were no longer in teaching positions were asked to describe their present position. Of the 115 valid responses, 109 teachers (94.8%) were in teaching positions during the last school year. Six teachers (5.2%) were no longer in teaching positions. The 6 teachers who reported that they were no longer in teacher positions reported the following changes: One had become an assistant principal, then principal; two teachers had become curriculum specialists; one had become the coordinator of student services; and two had become counselors.

Table 4.1. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 Who Were in Teaching Positions During the Last School Year

In Teaching Position	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	109	94.8	94.8	94.8
No	6	5.2	5.2	100.0
Total	115	100.0	100.0	

Question two of the demographic component, a three-part section, asked Texas Teachers of the Year to provide information about their teaching positions and respective school districts. The first part asked the respondents to identify their teaching positions as full-time teacher (Table 4.2), part-time teacher (Table 4.3), or other (Table 4.4). The teachers who reported that they were no longer in teaching positions were asked to answer the questions based on the last year they were teaching. Of 115 responses, 111 (95.5%) respondents reported full-time teaching assignments, and 4 (3.5%) reported part-time teaching positions.

Table 4.2. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 Who Were Full-Time Teachers During the Last School Year

Full-Time Teacher	Frequency	Percent	Valid Percent	Cumulative Percent
No	4	3.5	3.5	3.5
Yes	111	96.5	96.5	100.0
Total	115	100.0	100.0	

Table 4.3. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 Who Were Part-Time Teachers During the Last School Year

Part-Time Teacher	Frequency	Percent	Valid Percent	Cumulative Percent
No	111	96.5	96.5	96.5
Yes	4	3.5	3.5	100.0
Total	115	100.0	100.0	

Table 4.4. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 Who Were Classified as Other During the Last School Year

Other	Frequency	Percent	Valid Percent	Cumulative Percent
No	114	99.1	99.1	99.1
Yes	1	.9	.9	100.0
Total	115	100.0	100.0	

The second part asked the teachers to identify their levels of teaching assignment as elementary (Pre-K through Grade 5), secondary (Grade 6 through Grade 12), or other. When asked to specify their levels of teaching assignment, 60 (52.2%) teachers were teaching on the elementary level (Table 4.5), and 52 (45.2%) were on the secondary level (Table 4.6).

Table 4.5. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 in Response to Teaching Level: Elementary (Pre-K through Grade 5)

Elementary Level	Frequency	Percent	Valid Percent	Cumulative Percent
No	55	47.8	47.8	47.8
Yes	60	52.2	52.2	100.0
Total	115	100.0	100.0	

Table 4.6. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 in Response to Teaching Level: Secondary (Grade 6 through Grade 12)

Secondary Level	Frequency	Percent	Valid Percent	Cumulative Percent
No	63	54.8	54.8	54.8
Yes	52	45.2	45.2	100.0
Total	115	100.0	100.0	

Three (2.6%) teachers identified their level of teaching position as being in the other category (Table 4.7). Of these, two teachers listed college- or university-level teaching positions, and one teacher reported a combined teaching assignment of kindergarten through 12^{th} grade.

Table 4.7. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 in Response to Teaching Level: Other

Other	Frequency	Percent	Valid Percent	Cumulative Percent
No	112	97.4	97.4	97.4
Yes	3	2.6	2.6	100.0
Total	115	100.0	100.0	

The third part asked the teachers to state whether the school district was urban, suburban, rural or other. Since no criteria regarding category size was provided, several of the respondents checked two categories. Of the 115 respondents, 31 (27 %) reported being from urban districts (Table 4.8), 44 (38.3%) listed suburban district (Table 4.9), and 41 (35.7%) stated that their school was part of a rural district (Table 4.10).

Table 4.8. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 in Response to Size of District: Urban

Urban District	Frequency	Percent	Valid Percent	Cumulative Percent
No	84	73.0	73.0	73.0
Yes	31	27.0	27.0	100.0
Total	115	100.0	100.0	

Table 4.9. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 in Response to Size of District: Suburban

Suburban District	Frequency	Percent	Valid Percent	Cumulative Percent
No	71	61.7	61.7	61.7
Yes	44	38.3	38.3	100.0
Total	115	100.0	100.0	

Table 4.10. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 in Response to Size of District: Rural

Rural District	Frequency	Percent	Valid Percent	Cumulative Percent
No	74	64.3	64.3	64.3
Yes	41	35.7	35.7	100.0
Total	115	100.0	100.0	

The one participant who placed the school in the "other" category (Table 4.11) reported that the consolidated district where she teaches is located in a city of 57,000 people and not adjacent to a major metropolitan area, thereby not characterized as urban, suburban, or rural.

Table 4.11. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 in Response to Size of District: Other

Other	Frequency	Percent	Valid Percent	Cumulative Percent
No	114	99.1	99.1	99.1
Yes	1	.9	.9	100.0
Total	115	100.0	100.0	

Question three of the demographic section asked respondents to report their years of teaching experience and their methods of certification as: four-year college program, five-year college program, alternative certification, or other method of certification. In terms of experience, the range of years of teaching was from 4 years to 39 years (Table 4.12). About 20% of the respondents had 10 or fewer years of experience. Slightly over 61% had 20 years of experience. Almost 40% of the respondents reported between 21 and 39 years of teaching experience. The average number of years of teaching of the group was 18 years.

With teacher certification a current political topic, it was important to classify the sample in terms of method of teacher certification (Table 4.13). The majority of the respondents (78.3 %) were certified by a four-year college or university program. Eight teachers (7.0%) were certified by five-year college programs. Twelve teachers (10.4%) reported that they received alternative certification, and the remaining five teachers (4.3%) listed other methods of certification through deficiency plans, completion of post-graduate work in non-educational fields, or through PPR and Generalist Tests.

Table 4.12. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 in Response to Years of Teaching Experience

Years of Teaching	Frequency	Percent	Valid Percent	Cumulative Percent
4	1	.9	.9	.9
5	3	2.6	2.7	3.5
6	4	3.5	3.5	7.1
7	5	4.3	4.4	11.5
8	4	3.5	3.5	15.0
9	2	1.7	1.8	16.8
10	4	3.5	3.5	20.4
11	6	5.2	5.3	25.7
12	4	3.5	3.5	29.2
13	3	2.6	2.7	31.9
14	3	2.6	2.7	34.5
15	3	2.6	2.7	37.2
16	6	5.2	5.3	42.5
17	5	4.3	4.4	46.9
18	4	3.5	3.5	50.4
19	5	4.3	4.4	54.9
20	8	7.0	7.1	61.9
21	4	3.5	3.5	65.5
22	3	2.6	2.7	68.1
23	1	.9	.9	69.0
24	3	2.6	1.7	71.7
25	4	3.5	3.5	75.2
27	4	3.5	3.5	78.8
28	5	4.3	4.4	83.2
29	1	.9	.9	84.1
30	4	3.5	3.5	87.6
31	3	2.6	2.7	90.3
33	5	4.3	4.4	94.7
34	3	2.6	2.7	97.3
35	1	.9	.9	98.2
36	1	.9	.9	99.1
39	1	.9	.9	100.0
Total	113	98.3	100.0	
Missing System	2	1.7		
Total	115	100.0		

Table 4.13. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 in Response to Method of Certification

Program	Frequency	Percent	Valid Percent	Cumulative Percent
Four-Year College Program	90	78.3	78.3	78.3
Five-Year College Plan	8	7.0	7.0	7.0
Alternative Certification	12	10.4	10.4	10.4
Other Method	5	4.3	4.3	100.00
Total	115	100.0	100.0	

Question four of the demographic section inquired about National Board Certification in a yes or no format (Table 4.14). Twelve (10.4%) of the respondents reported that they have earned National Board Certification. Ninety-seven (84.3%) of the Teachers of the Year have not received this certification; however, two respondents stated that they were currently working toward this certification. Six of the teachers did not respond to this question.

Table 4.14. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 Who Have Earned National Board Certification

Have Earned Certification	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	12	10.4	11.0	11.0
No	97	84.3	89.0	100.0
Total	109	94.8	100.0	
Missing System	6	5.2		
Total	115	100.0		

Question six asked respondents to list positions of leadership on their respective campuses (Table 4.15). More than 90% (106 Teachers of the Year) of the respondents listed positions of leadership on their respective campuses.

Table 4.15. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 Who Had a Position of Campus Leadership

Position of Campus Leadership	Frequency	Percent	Valid Percent	Cumulative Percent
No Comment	9	7.8	7.8	7.8
Comment Written	106	92.2	92.2	100.0
Total	115	94.8	100.0	

The extent of campus leadership positions identified by Texas Teachers of the Year ranged from lead teacher or department leader to assistant principal. Lead teacher/department positions encompassed curriculum, vertical, and grade-level positions. Mentoring opportunities were frequently listed, especially with new teacher inductees. The survey group frequently served as cooperating teachers and supervisors for student teachers. Positions that include staff development and inservice presentations were common among the group.

Serving on or leading campus committees was prevalent among the group. Committees included finance, curriculum alignment, discipline, attendance, campus improvement, instructional design, site-based, and technology. Further, teachers in the group provide campus representation to parent-teacher and professional organizations. Although the question asked for campus leadership positions, teachers frequently listed positions in district-level leadership. These included positions on grant-writing and textbook selection committees, cluster/curriculum teams, University Inter-Scholastic League (UIL) sponsors, superintendent advisory groups, and participation with curriculum writing and alignment initiatives. One respondent served as part-time curriculum director.

When asked to indicate the highest level of education (Table 4.16) attained in question seven, 55 (47.8%) participants reported a Bachelor of Arts or Bachelor of Science degree; 54 (47%) had earned Masters of Arts or Masters of Science degrees. One respondent reported having earned a doctorate, one teacher is working toward the doctorate, and five participants reported other levels of education such as graduate-

level course work not leading to a degree, Masters of Fine Arts, and Masters of Library and Information Science.

Table 4.16. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 in Response to Highest Level of Education Attained

Highest Level of Education	Frequency	Percent	Valid Percent	Cumulative Percent
BA or BS	55	47.8	47.8	47.8
MA or MS	54	47.0	47.0	94.8
Doctorate	1	.9	.9	95.7
Other	5	4.3	4.3	100.0
Total	115	100.0	100.0	

Finally, respondents were asked in question eight how important they believe it is to engage in recruitment activities (both formal and informal) in order to sustain the profession (Table 4.17). These responses were grouped as: of no or minimal importance, of moderate importance, or of major or absolutely critical importance. Sixty-six percent of the teachers surveyed believe that it is of major or critical importance to engage in recruitment activities; 36 teachers (31.3%) stated it is of moderate importance, and two teachers believe promoting the profession of teaching is of no or of minimal importance. One respondent did not enter a response; instead, that

teacher included a written summary of his/her beliefs about the statement that is included in the summary results of the study (Chapter V).

Table 4.17. Frequency Distribution and Percentages of Texas Regional and State Teachers of the Year From 2001-2004 in Response to Importance of Recruitment Activities

Importance of Recruitment Activities	Frequency	Percent	Valid Percent	Cumulative Percent
No/Minimal Importance	2	1.7	1.8	1.8
Moderate Importance	36	31.3	31.6	33.3
Major/Critical Importance	76	66.1	66.7	100.0
Total	114	99.1	100.0	
Missing System	1	.9		
Total	115	100.0		

Professional Aspects of the Teaching Field

Research Question #1

What professional practices are perceived by Texas Teachers of the Year to be effective and ineffective in attracting prospective educators to enter the teaching field?

The data collected in Section II of the questionnaire concerned the professional aspects of the teaching field that Texas Teachers of the Year believed might encourage someone to choose a teaching career. The review of literature revealed characteristics of professions from which the author selected the 15 aspects used in this study.

The participants were asked to indicate their level of agreement with statements about those professional aspects on a Likert scale from four possible choices: Strongly Agree, Agree, Disagree and Strongly Disagree. Respondents were also asked to rank the top three characteristics related to the variable of interest, professional aspects of the teaching profession that might influence someone to choose a career in teaching. Conversely, respondents were asked to rank those professional aspects of the teaching profession that they believe are the least likely to influence someone to choose a career in teaching. While analyzing these data, the following hypothesis will be discussed: Extrinsic items, such as salary and other monetary benefits, would be rated among the most important professional aspects of the profession where recruitment is concerned.

Concluding this section on professional aspects of the field that might encourage someone to choose a teaching career, respondents were given the opportunity to add characteristics they felt could be added to the list of professional aspects (Table 4.18). A summary of these characteristics is included in Chapter V. Sample sizes, means, and standard deviations are presented in rank order from those of strongest agreement to those of least agreement.

Table 4.18. Rank Order of Aspects of the Teaching Profession That Might Influence a Person to Become a Teacher as Perceived by Texas Teachers of the Year

Aspects of Teaching	N	M	SD
Higher salaries	115	3.83	.381
Improved public perception of teachers	115	3.75	.475
Increased benefits	115	3.70	.499
Positive school culture	114	3.68	.485
Collaboratives between universities and districts	115	3.59	.511
Mentors for new teachers	114	3.59	.529
The desire to do something worthwhile	115	3.58	.513
Pleasant workplace conditions	115	3.57	.532
Signing bonuses/incentives	115	3.52	.640
Appropriate teaching assignments	113	3.50	.569
Teacher collaboration	115	3.40	.543
Community and school partnerships	114	3.32	.554
Professional development opportunities	115	3.21	.614
Teacher autonomy in decision-making	115	3.21	.669
Adequate school supplies	115	3.15	.596

Categorizing these data, higher salaries, improved public perception of teachers and increased benefits, had average ratings above 3.7. Positive school culture had an average rating of 3.68. The lowest ratings were professional development opportunities (3.21), teacher autonomy in decision-making (3.21), and teachers having adequate schools supplies (3.15). The highest average rating was given to higher salaries with

the third highest rating given to increased benefits for teachers, thus confirming that improved salaries and benefits would be among the most important professional aspects that contribute to teacher recruitment. However, it is important to note that an improved perception of public teachers (3.75) was the second highest aspect ranking between salaries and benefits in their perceived effectiveness in recruiting to teaching careers. The observation that all statements had averages above 3.0 indicates that teachers did not appear to have a negative perception toward any of the professional aspects listed.

In addition to assigning a level of agreement rating to each professional aspect, teachers were asked to choose the three most important aspects of the teaching profession that might influence someone to choose this career. Table 4.19 displays the combined responses summed over the top three choices. For example, rather than looking at just the top one or two, anytime a response occurred as one of the top three, it was counted. The table reports the data in survey order.

Table 4.20 reports the four most frequently cited reasons likely to influence someone to choose a career in teaching. The data are sorted in decreasing response strength.

Several factors are evident. First, a higher salary was selected substantially more often than any other response. More than one in four of all responses selected a higher salary as a prime motivator for entering the teaching profession. Second, over three-fourths of the respondents picked a higher salary as one of their top three.

Finally, even though there were 15 aspects, these 4 account for over 6 out of every 10 responses.

Table 4.19. Combined Responses Summed Over the Top Three Choices That Might Influence a Person to Become a Teacher as Perceived by Texas Teachers of the Year

Title	Code	Count	% of Responses	% of Cases
Increased benefits	1	41	11.9	35.7
Pleasant workplace conditions	2	25	7.3	21.7
Community and school partnerships	3	5	1.5	4.3
A positive school culture	4	18	5.2	15.7
Mentors for new teachers	5	17	4.9	14.8
School-college university collaboratives	6	13	3.8	11.3
Signing bonuses/incentives	7	17	4.9	14.8
Teacher autonomy in decision making	8	2	.6	1.7
Higher salaries	9	89	25.9	77.4
Enhanced teacher collaboration	10	8	2.3	7.0
Professional development opportunities	11	4	1.2	3.5
Adequate school supplies	12	7	2.0	6.1
Appropriate teaching assignments	13	9	2.6	7.8
Improved public perception	14	38	11.0	33.0
Desire to do something worthwhile	15	51	14.8	44.3
Total Responses		344	100.0	

Table 4.20. Four Most Frequently Cited Reasons Likely to Influence Someone to Choose a Career in Teaching as Perceived by Texas Teachers of the Year

Title	Code	Count	% of Responses	% of Cases
Higher salaries	9	89	25.9	77.4
Desire to do something worthwhile	15	51	14.8	44.3
Increased benefits	1	41	11.9	35.7
Improved public perception	14	38	11.0	33.0
Total Responses		219	62.6	

Conversely, teachers were also asked to choose the three least important aspects of the teaching profession that might influence someone to choose this career. Table 4.21 lists the six reasons least likely to influence someone to choose a career. They are sorted in decreasing response strength.

Again, several factors are evident. First, all 6 bottom choices were picked by less than 3% of the total responses. Second, the 3% figure translates to single digit responses. Finally, even though there were 15 aspects, these 6 account for less than 1 out of every 10 responses (9.6%).

Table 4.21. Six Reasons Least Likely to Influence Someone to Choose a Career in Teaching as Perceived by Texas Teachers of the Year

Title	Code	Count	% of Responses	% of Cases
Appropriate teaching assignments	13	9	2.6	7.8
Enhanced teacher collaboration	10	8	2.3	7.0
Adequate school supplies	12	7	2.0	6.1
Community and school partnerships	3	5	1.5	4.3
Professional development opportunities	11	4	1.2	3.5
Teacher autonomy in decision making	8	2	.6	1.7
Total Responses		35	9.6	

Recruitment Activities

Research Question #2

> What activities are practiced by Texas Teachers of the Year to promote the profession of education and encourage prospective educators to choose teaching as a career?

The data collected in Section III, Recruitment Activities, asked Texas Teachers of the Year to identify the activities they actually practice to promote the profession of teaching and encourage prospective educators to choose teaching as a career (Table 4.22). From the literature, 16 activities were chosen by the author that teachers might

employ in their efforts to promote the profession. Teachers were asked to indicate the extent of their involvement in these recruitment activities as: Frequently, Often, Seldom or Never. Qualitatively, the teachers were asked to identify additional activities in which they have participated that were not included on the survey.

Table 4.22. Activities Actually Practiced to Promote the Profession of Teaching and Encourage Prospective Educators to Choose Teaching as a Career as Perceived by Texas Teachers of the Year

Activity	N	Min.	Max.	Mean	SD
Share info on intrinsic rewards	115	0	1	.92	.270
Share rewarding professional aspects	114	0	1	.92	.271
ID qualities in potential teachers	115	0	1	.87	.338
Tell someone they would be a good teacher	115	0	1	.83	.373
Served as a mentor for a new teacher	115	0	1	.69	.466
Encouraged another to enter teach prep	115	0	1	.68	.469
Share info on extrinsic rewards	115	0	1	.66	.475
Encouraged support staff to enter teaching	115	0	1	.62	.488
Given a testimonial about being a teacher	115	0	1	.61	.490
Allow perspective teacher to shadow you	115	0	1	.54	.501
Have given students an opportunity to teach a lesson	114	0	1	.53	.502

Table 4.22 (continued)

Activity	N	Min.	Max.	Mean	SD
Have/had student teacher	115	0	1	.51	.502
Part of a school-college collaboration	115	0	1	.43	.497
Have shown video about a teacher	114	0	1	.13	.340
Have sponsored an FTA/FEA organization	115	0	1	.04	.205
Participated in summer camp for future teachers	114	0	0	.00	.000
Valid N (listwise)	111				

While the majority of the respondents indicated that the questionnaire list was comprehensive of recruitment activities, several teachers shared initiatives that they have participated in that have contributed to teacher recruitment. A summary of these recommendations is included in Chapter V.

Survey responses in Section III were grouped by those reporting that they participated in the activity frequently or often. More than 90% of the teachers surveyed reported that they share information on the intrinsic rewards of their careers, as well as the rewarding professional aspects of teaching. Eighty percent and more of the respondents reported identifying qualities in another person that might lead to the choice of a teaching career and telling that person that they would be a good teacher. More than 60% of the teachers surveyed have encouraged someone (including support

staff) to enter a teacher preparation program or have served as a mentor for a new teacher. Sixty-six percent of the group have shared extrinsic aspects of a career in teaching, and 61% have given a testimonial about being a teacher. Slightly more that half of the survey group (51%) have had a student teacher, given students the opportunity to teach a lesson (53%), or allowed a prospective teacher to shadow them (54%). Forty-three percent of the teachers have participated in a school/university collaborative partnership.

Since one of the general purposes of this study was to promote the profession of teaching and a large segment of the literature places the responsibility for this on teachers, it is important to review recruitment activities that are seldom or never practiced by Teachers of the Year. Less likely to be practiced were showing a video about a teacher (13%) or sponsoring a future teacher organization (4%). None of the 115 teachers surveyed had participated in a summer camp for future teachers.

Differences Among Demographic Variables

Research Question #3

> What differences exist among selected demographic variables on the professional activities employed by Texas Teachers of the Year that promote the profession and influence people to choose careers in education?

Research Question #3 investigated the impact of various demographic variables on the perceptions of the professional aspects of the professions that might impact selecting teaching as a career. Three variables of interest were analyzed: highest degree attained, level of students taught, and location of district. Thirteen of the 15

independent t-tests showed no significant difference in the perceptions of the teachers based on their highest degree earned and on whether they were elementary or secondary teachers. One significant area was identified based on the location of the district where the teacher taught.

The impact of the teacher's degree on signing bonuses and other incentives was analyzed using an independent samples t-test. Table 4.23 reports the descriptive statistics for the two groups, baccalaureate and graduate-level teachers. It is interesting to note the even split between baccalaureate and graduate degrees in this sample.

Table 4.23. Descriptive Statistics for Benefit of Signing Bonuses or Other Incentives, by Highest Degree Obtained as Perceived by Texas Teachers of the Year

Group	n	M	SD
BA/BS	55	3.67	0.51
MA/MS/PhD	55	3.40	0.71

Table 4.24 provides the data for the independent samples t-test. The level of significance for the procedure was 0.023. This was less than the alpha level of 0.05. As a result, the decision was made to reject the null hypothesis of no difference. Therefore, it was inferred that the means in the population, from which these sample means were drawn, were different. That is, there is statistical difference between the population means. In other words, people with bachelors' degrees have a significantly higher mean than teachers with a masters or doctoral degrees.

Table 4.24. Independent Samples t-test for Benefit of Signing Bonuses or Other Incentives, by Highest Degree Obtained (Equal Variances Not Assumed)

	t	df	Sig.
	2.31	98	0.02*

*Significant at ≤ 0.05.

Based on the coding scale where a higher number indicates more agreement, we can state that teachers with a baccalaureate degree believe signing bonuses and other incentives would be more influential than teaches with masters' or doctoral degrees. It might be inferred that younger teachers with less teaching experience (baccalaureates), pay more attention to incentives such as signing bonuses since they may have more recently completed the hiring process and perhaps been the beneficiary of one of these incentives.

The impact of the teacher's degree on appropriate teaching assignments was analyzed using an independent samples t-test. Table 4.25 reports the descriptive statistics for the two groups.

Table 4.25. Descriptive Statistics for Appropriate Teaching Assignments, by Highest Degree Obtained as Perceived by Texas Teachers of the Year

Group	n	M	SD
BA/BS	54	3.59	0.50
MA/MS/PhD	54	3.37	0.62

Table 4.26 provides the data for the independent samples t-test. The level of significance for the procedure was 0.043. This was less than the alpha level of 0.05. As a result, the decision was made to reject the null hypothesis of no difference. Therefore, it was inferred that the means in the population, from which these sample means were drawn, were different. That is, there is statistical difference between the population means. In other words, people with bachelors' degrees have a significantly higher mean than teachers with masters' or doctoral degrees.

Table 4.26. Independent Samples t-test for Appropriate Teaching Assignments, by Highest Degree Obtained (Equal Variances Not Assumed)

	t	df	Sig.
	2.05	101	0.04*

*Significant at ≤ 0.05.

Based on the coding scale where a higher number indicates more agreement, we can state that teachers with a baccalaureate degree believe appropriate teaching assignments would be more influential than teachers with masters' or doctoral degrees. It might be inferred that teachers with more teaching experience (graduate degrees) are more comfortable with their teaching, thus having more tolerance for teaching in areas in which they may be less prepared.

The 13 areas that showed no statistical difference when compared with teachers' level of educational attainment were: increased benefits, pleasant workplace

conditions, community and school partnerships, positive school culture, mentors for new teachers, collaboratives between universities and school districts, teacher autonomy in decision making, higher salaries, teacher collaboration among campus colleagues, professional development opportunities, adequate school supplies, improved public perception of teachers, and the desire to do something worthwhile for mankind. A complete listing of group statistics and Independent Samples Tests are included in Appendix F.

The impact of the teacher's level of teaching (whether elementary or secondary) on the professional aspects of teaching that might encourage someone to consider a career as an educator was analyzed using an independent samples t-test. Two areas of significance were found: Professional Development Opportunities and Improved Public Perception of Teachers. Table 4.27 reports the descriptive statistics for the elementary and secondary groups when compared to their perceptions about professional development opportunities.

Table 4.27. Descriptive Statistics for Professional Development Opportunities, by Level of Teaching Assignment as Perceived by Texas Teachers of the Year

Group	n	M	SD
Elementary	60	3.33	0.57
Secondary	53	3.06	0.63

Table 4.28 provides the data for the independent samples t-test. The level of significance for the procedure was 0.016. This was less than the alpha level of 0.05. As a result, the decision was made to reject the null hypothesis of no difference. Therefore, it was inferred that the means in the population, from which these sample means were drawn, were different. That is, there is statistical difference between the population means. In other words, elementary teachers have a significantly higher mean than secondary teachers. Based on the coding scale where a higher number indicates more agreement, we can state that elementary teachers believe that professional development opportunities would be more influential in recruiting teachers to the field than secondary teachers.

Table 4.28. Independent Samples t-test for Professional Development Opportunities, by Level of Teaching Assignment (Equal Variances Assumed)

	t	df	Sig.
	2.44	111	0.02*

*Significant at ≤ 0.05.

The second area of significance when the teacher's level of teaching (whether elementary or secondary) was compared with the professional aspects of teaching that might encourage someone to consider a career as an educator was public perception of teachers. This was analyzed using an independent samples t-test. Table 4.29 reports the descriptive statistics for the elementary and secondary groups when compared to their viewpoints about the public perception of teachers.

Table 4.29. Descriptive Statistics for Public Perception of Teachers, by Level of Teaching Assignment as Perceived by Texas Teachers of the Year

Group	n	M	SD
Elementary	60	3.63	0.52
Secondary	53	3.87	0.394

Table 4.30 provides the data for the independent samples t-test. The level of significance for the procedure was 0.008. This was less than the alpha level of 0.05. As a result, the decision was made to reject the null hypothesis of no difference. Therefore, it was inferred that the means in the population, from which these sample means were drawn, were different. That is, there is statistical difference between the population means. In other words, secondary teachers have a significantly higher mean than elementary teachers. Based on the coding scale where a higher number indicates more agreement, we can state that secondary teachers believe that an improved public perception of teachers would be more influential in recruiting teachers to the field than elementary teachers.

Table 4.30. Independent Samples t-test for Public Perception of Teachers, by Level of Teaching Assignment (Equal Variances Not Assumed)

	t	df	Sig.
	-2.72	109	0.01*

*Significant at ≤ 0.05.

The 13 areas that showed no statistical difference when compared with teachers' level of teaching assignment were: increased benefits, pleasant workplace conditions, community and school partnerships, positive school culture, mentors for new teachers, collaboratives between universities and school districts, signing bonuses/incentives, teacher autonomy in decision making, higher salaries, teacher collaboration among campus colleagues, adequate school supplies, appropriate teaching assignments, and the desire to do something worthwhile for mankind. A complete listing of group statistics and independent samples tests is included in Appendix F.

Also of interest were teachers' perceptions of professional aspects of the teaching career compared among the locale of the district (rural, suburban, or urban) where the teacher worked. One area of significance was found: Increased Benefits. These perceptions were analyzed using a one-way analysis of variance (ANOVA) procedure. Table 4.31 reports the descriptive statistics for the three groups.

Table 4.31. Descriptive Statistics of the Teachers' Perceptions of Increased Benefits Compared Between the Locale of the District as Perceived by Texas Teachers of the Year

Group	n	M	SD
Urban	30	3.47	0.63
Suburban	42	3.69	0.47
Rural	41	3.71	.49
Total	113	3.71	.494

Table 4.32 provides the results of the one-way ANOVA. The level of significance for the procedure was 0.001. This was less than the alpha level of 0.05 As a result, the decision was made to reject the null hypothesis of no difference. Therefore, it was inferred that at least one of the means in the population, from which these sample means were drawn, was different from at least one other. That is, there is a statistical difference between the population means. It was necessary to conduct a Scheffe post hoc analysis to determine which mean(s) was different from which other one(s). The results indicated that the urban teachers reported that increased benefits were significantly less important than the rural teachers.

Table 4.32. ANOVA Results of the Teachers' Perceptions of Increased Benefits Compared Between the Locale

Source	Sum of Squares	*df*	Mean Square	F	Sig.
Between Groups	3.310	2	1.655	7.569	.001
Within Groups	24.053	110	.21		
Total	27.363	11			

In all other categories, there were no significant differences based on the location of the district where the teacher worked. The 13 areas that showed no statistical difference when compared with teachers' location were: pleasant workplace conditions, community and school partnerships, positive school culture, mentors for new teachers, collaboratives between universities and school districts, signing

bonuses/incentives, teacher autonomy in decision making, higher salaries, teacher collaboration among campus colleagues, professional development opportunities, adequate school supplies, appropriate teaching assignments, public perception of teachers, and the desire to do something worthwhile for mankind. A complete listing of group statistics and independent samples tests are included in Appendix F.

On question eight of the Demographic Section, teachers were asked to state how important they believe it is to engage in both formal and informal recruitment activities in an effort to sustain the profession by choosing one of the following responses: Of No Importance or Minimal Importance, Of Moderate Importance, or Of Major Importance or Absolutely Critical Importance. When the initial data were compiled it was necessary to collapse the data into two categories: Of Moderate Importance, and Of Major or Critical Importance. Cross tabulations combined with the chi-square analyses were used to compare the teachers' beliefs regarding the importance of engaging in recruitment activities with the likelihood that the recruitment activities are actually practiced by the teachers. There were four areas in which a significant difference was found. Those areas were:

- Telling someone they would be a good teacher
- Serving as a mentor for a new teacher
- Giving a testimonial about being a teacher
- Identifying teacher-like qualities in a potential teacher

The statistics for each of the statistically significant areas of recruitment activities are reported in the following paragraphs:

Telling Someone They Would Be a Good Teacher

The first recruitment activity involved a current teacher telling another person they would be a good teacher. This was investigated using a chi-square analysis. Table 4.33 reports the descriptive statistics for the two groups.

Table 4.33. Descriptive Results of the Cross Tabulation Between the Importance of Recruitment Activities by the Recruitment Strategy of Telling Someone They Would Be a Good Teacher as Perceived by Texas Teachers of the Year

Importance	Frequently	Often	Seldom	Never	Total
Moderate Importance	9	14	13	0	36
Major Critical Importance	31	39	4	2	76
Total Responses	40	53	17	2	112

Table 4.34 provides the results of the chi-square analysis. The level of significance for the procedure was 0.001. Because this was less than the alpha level of 0.05, the decision was made to reject the null hypothesis of no difference. Therefore, it was inferred that in the population from which these sample means were drawn, the two variables are connected to each other in some way. That is, there is statistical independence. In this situation, those people who believe that participating in teacher recruitment activities is only of moderate importance seldom tell others. Those people who believe that participating in teacher recruitment activities is of major or critical importance often tell others that they would be good teachers.

Table 4.34. Chi-Square Results of the Interaction Between the Importance of Recruitment Activities by the Recruitment Strategy of Telling Someone They Would Be a Good Teacher

Number	Chi-square Value	df	Sig.
112	18.765	3	.001

Serving as a Mentor for a New Teacher

The second recruitment activity area was serving as a mentor for a new teacher. This was investigated using a chi-square analysis. Table 4.35 reports the descriptive statistics for the two groups.

Table 4.35. Descriptive Results of the Cross Tabulation Between the Importance of Recruitment Activities by the Recruitment Strategy of Serving as a Mentor for a New Teacher as Perceived by Texas Teachers of the Year

Importance	Frequently	Often	Seldom	Never	Total
Moderate Importance	12	7	10	7	36
Major Critical Importance	31	28	12	5	76
Total Responses	43	35	22	12	112

Table 4.36 provides the results of the chi-square analysis. The level of significance for the procedure was 0.041. This was less than the alpha level of 0.05. As a result, the decision was made to reject the null hypothesis of no difference. Therefore,

it was inferred that in the population from which these sample means were drawn, the two variables are associated with each other in some way. That is, there is statistical independence. In this situation, those people who believe that participating in teacher recruitment activities is moderately important seldom mentor new teachers. Those people who believe that participating in teacher recruitment activities is of major or critical importance often serve as mentors.

Table 4.36. Chi-Square Results of the Interaction Between the Importance of Recruitment Activities by the Recruitment Strategy of Serving as a Mentor for a New Teacher

Number	Chi-square Value	df	Sig.
112	8.28	3	.04

Giving a Testimonial About Being a Teacher

The third recruitment activity was giving a testimonial about being a teacher. This was investigated using a chi-square analysis. Table 4.37 reports the descriptive statistics for the two groups.

Table 4.37. Descriptive Results of the Cross Tabulation Between the Importance of Recruitment Activities by the Recruitment Strategy of Giving a Testimonial About Being a Teacher as Perceived by Texas Teachers of the Year

Importance	Frequently	Often	Seldom	Never	Total
Moderate Importance	8	7	14	7	36
Major Critical Importance	25	27	21	3	76
Total Responses	33	34	35	10	112

Table 4.38 provides the results of the chi-square analysis. The level of significance for the procedure was 0.014. This was less than the alpha level of 0.05; therefore, the decision was made to reject the null hypothesis of no difference. Therefore, it was inferred that in the population from which these sample means were drawn, the two variables are connected with each other in some way. That is, there is statistical independence. In this situation, those people who believe that participating in teacher recruitment activities is only moderately important seldom participate in this activity. Those people who believe that participating in teacher recruitment activities is of major or critical importance often give testimonials about being a teacher.

Table 4.38. Chi-Square Results of the Interaction Between the Importance of Recruitment Activities by the Recruitment Strategy of Giving a Testimonial About Being a Teacher

Number	Chi-square Value	df	Sig.
112	10.58	3	.01

Identifying Teacher-Like Qualities in a Potential Teacher

The fourth recruitment activity area was identifying and sharing qualities in a potential teacher that might lead that person to pursue a career in education. This was investigated using a chi-square analysis. Table 4.39 reports the descriptive statistics for the two groups.

Table 4.39. Descriptive Results of the Cross Tabulation Between the Importance of Recruitment Activities by the Recruitment Strategy Identifying and Sharing Qualities in a Potential Teacher as Perceived by Texas Teachers of the Year

Importance	Frequently	Often	Seldom	Never	Total
Moderate Importance	9	17	10	0	36
Major Critical Importance	32	39	3	2	76
Total Responses	41	56	13	2	112

Table 4.40 provides the results of the chi-square analysis. The level of significance for the procedure was 0.002. Because this was less than the alpha level of 0.05, the decision was made to reject the null hypothesis of no difference. Therefore, it was inferred that in the population from which these sample means were drawn, the two variables are associated with each other in some way. That is, there is statistical independence. In this situation, those people who believe that participating in teacher recruitment activities is moderately important seldom identify and share qualities in a potential teacher. Those people who believe that participating in teacher recruitment

activities is of major or critical importance often identify and share qualities in a person that might lead to that individual to become a teacher.

Table 4.40. Chi-Square Results of the Interaction Between the Importance of Recruitment Activities by the Recruitment Strategy Identifying and Sharing Qualities in a Potential Teacher

Number	Chi-square Value	df	Sig.
112	14.93	3	.00

Of those teachers who believe that practicing recruitment activities is of major or of critical importance to sustaining the profession of teaching, 78 (69.7%) of the teachers stated that they frequently or often serve as mentors for new teachers; 67 (59.9%) report that they frequently or often give a testimonial about being a teacher; 97 (86.6%) of the teachers stated that they have frequently or often identified teacher-like qualities in a potential teacher; and, 93 (83%) frequently or often tell someone they would be a good teacher.

Summary

This chapter has presented the results of the statistical analyses performed in the study, along with brief discussions of the findings. Chapter V presents a summary, along with conclusions. In addition, recommendations for future research are made.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Research indicates that the benefits of increased teacher professionalization include greater commitment, higher retention rates, increased recruitment of high-quality teachers, and higher student outcomes (Grossman, 2003; Ingersoll, 2001; Ingersoll et al., 1997; Tanck, 1994). The focus of this study has been on teacher professionalization as it relates to the recruitment of high-quality teachers. A much broader goal has been to create awareness among educators of their roles in promoting the profession of teaching, thusly making it a more attractive career choice.

By collecting and analyzing the perceptions of some of the state's most recognized teachers, issues and ideas that had not previously been studied were confronted and analyzed. Five aspects of teacher professionalization were selected from the literature that might encourage someone to consider a career in education: compensation, credentialing, collaboration, professional development, and autonomy in decision-making.

Chapter V includes summaries of the purpose, methodology, and the primary results of the research conducted for this study. Based on the review of the literature, analysis of the data, and anecdotal comments provided by the study group, conclusions were drawn and recommendations for future research are included.

Summary

Summary of the Purpose

The purpose of this study was to identify professional practices that encourage prospective educators to choose teaching as a career as perceived by Texas Teachers of the Year. Conversely, the study group was asked to identify those professional practices that do not influence prospective teachers to enter the teaching field. Additionally, Texas Teachers of the Year were asked to specify what activities they practice to encourage teaching as a career choice. Finally, demographic variables were analyzed to determine relationships to the professional practices of the teaching field and activities employed by Texas Teachers of the Year that promote the profession and influence others to become teachers. Three research questions regarding how the recruitment of future teachers is impacted by the professional aspects of teaching were used to shape and conduct the study:

1. What professional practices are perceived by Texas Teachers of the Year to be effective and ineffective in attracting prospective educators to enter the teaching field?
2. What activities are practiced by Texas Teachers of the Year to promote the profession of education and encourage prospective educators to choose teaching as a career?
3. What differences exist among selected demographic variables on the professional activities employed by Texas Teachers of the Year that promote the profession and influence people to choose careers in education?

Summary of the Methodology

To answer these questions, investigative research methodology was used to gather data from the teachers in the population studied. Regional and state Teachers of the Year from 2001 through 2004 representing the 20 Education Service Centers in Texas were invited to participate. A three-part questionnaire was used to gather data. Section I of the questionnaire asked the respondents to describe their personal and biographical information. Section II asked the teachers to identify aspects of the teaching profession that might encourage someone to consider becoming a teacher. Section III examined what the teachers actually do to promote their profession and encourage others to become teachers. The data from all three sections were analyzed.

Teachers in the accessible population, and their respective school districts, were retrieved from the Texas Education Agency website. School addresses of 159 teachers were retrieved from individual school district websites. A questionnaire and cover letter of explanation were mailed in January of 2004 to the study group. Completion and return of the questionnaire was considered permission to use the data. A follow-up with non-respondents was completed using an email reminder. A minimal number of the respondents requested that a second questionnaire be mailed. Likewise a minimal number of the respondents contacted the researcher by phone requesting a duplicate questionnaire or explaining why they had not completed the survey. The collected total responses were 115 for a 72% completion and return rate.

The data were tabulated and analyzed using the Statistical Package for Social Studies (SPSS Base 11.5.0, 2002). Qualitative methodology was employed for the portions of the survey in which open-ended responses were sought.

Summary of the Findings

Research Question #1. What professional practices are perceived by Texas Teachers of the Year to be effective and ineffective in attracting prospective educators to the teaching field?

Although teachers themselves do not cite financial reasons or public perception as influencing factors for becoming a teacher (Bradley, 2002), they overwhelmingly chose these aspects of the profession, along with the desire to do something worthwhile for mankind, as most important in attracting prospective teachers to consider careers in education. The most effective professional practices in attracting future educators, as shown in Appendix E, included higher salaries, the desire to do something worthwhile for mankind, improved public perception of teachers, and increased benefits. Those practices least likely to encourage someone to consider a career in teaching included professional development opportunities, teacher autonomy in decision-making, and adequate school supplies.

When Texas Teachers of the Year were asked to discuss additional aspects of their profession that might be influential in encouraging someone to consider becoming a teacher, their suggestions ran the gamut from having improved student behavior to decreased emphasis on state-mandated assessments. Included in their comments about student behavior were the need for safer schools and more administrative support for

discipline issues involving student behavior. One teacher's comment on state assessments was to "take test preparation seriously, but have less emphasis on testing because our product (commodity) is not quantitative."

Teachers believe that some form of professional growth that would allow them to remain in the classroom yet be promoted to positions of leadership without having to move into administration or counseling is necessary to promote the profession. These perceptions seem to agree with Herbst (1989) that good teachers have had few opportunities to advance within their profession while remaining in the classroom. Teachers are expected to be knowledgeable, yet they have had few opportunities to use that knowledge to improve their professional status.

Research Question #2. What activities are practiced by Texas Teachers of the Year to promote the profession of education and encourage prospective educators to choose teaching as a career?

Since those teachers who are chosen as Teachers of the Year are known for promoting the teaching profession, it was interesting to discover to what extent they actually participate in recruitment activities. From a list of recruitment activities suggested in the literature review, teachers were asked to note the frequency of their participation. The data include teachers who practice recruitment activities frequently or often. Almost all of the teachers (90%) reported that they are quick to share the intrinsic rewards of their careers, as well as the rewarding professional aspects of teaching. Eighty percent and more of the group studied shared that they often identify and share teacher qualities in a person that might encourage that individual to consider

a career in teaching. Sixty-six percent of the group has shared extrinsic aspects of a career in teaching, and 61% have given a testimonial about being a teacher. More than 60% of the teachers surveyed frequently encourage someone to enter a teacher preparation program or often serve as a mentor for a new teacher. Slightly more than half of the survey group (51%) has had a student teacher, often give their students the opportunity to teach a lesson (53%), or often allow a prospective teacher to shadow them (54%). Further, a significant number (43%) of the teachers have participated in a school/university partnership. A complete listing of Texas Teachers of the Year involvement in recruiting activities can be found in Appendix E.

Less often practiced by Texas Teachers of the Year were showing a video about a teacher (13%) or sponsoring a future teacher organization (4%). None of the 115 teachers surveyed had participated in a summer camp for future teachers.

Since one of the general purposes of this study was to promote the profession of teaching and a large segment of the literature places the responsibility for this on teachers, it was interesting to compare the teachers' beliefs regarding the importance of engaging in recruitment activities with their actual practice of these activities. Question 8 of the Demographic Section asked teachers to state how important they believe it is to engage in both formal and informal recruitment activities in an effort to sustain the profession. Not surprisingly, teachers who believed that it was of moderate or major importance were also more likely to tell someone they would be a good teacher, serve as a mentor for a new teacher, give a testimonial about being a teacher, or identify teacher-like qualities in a potential teacher.

Research Question #3. What differences exist among selected demographic variables on the professional activities employed by Texas Teachers of the Year that promote the profession and influence people to choose careers in education?

Because the study group, Texas state and regional Teachers of the Year from 2001 through 2004, included representatives with an array of demographic differences (i.e., methods of certification and educational attainment, years of teaching experience, teaching assignments, location of district), it was interesting to consider demographic groupings that may have had significantly relevant responses when their perceptions about professional aspects of the teaching field were compared. Three teacher variables were analyzed: (a) highest degree attained, (b) level of students taught, and (c) location of district.

Teachers with baccalaureate degrees believed that signing bonuses and other incentives would be more influential in teacher recruitment than teachers with higher degrees. Perhaps teachers with undergraduate degrees are younger and have fewer years of teaching experience and this data might indicate that these teachers would pay more attention to incentives such as signing bonuses since they may have more recently completed the hiring process.

Likewise, teachers with baccalaureate degrees believed that appropriate teaching assignments would be more influential for recruitment than teachers with higher degrees. It might be inferred from this data that teachers with more teaching experience (and graduate degrees) are more comfortable with their teaching and have more tolerance for teaching in areas where they may be less prepared. These data

support the hypotheses that people, particularly undergraduates and those just out of college, are influenced to consider careers in teaching by financial incentives and the hope of having a teaching assignment aligned with their training.

When elementary teachers were compared to secondary teachers on the professional aspects of teaching that might influence someone to consider a career in teaching, elementary teachers perceived that professional development opportunities were more influential to recruitment. Secondary teachers believe more strongly that an improved public perception of teachers would be more influential in recruiting teachers to the field than their elementary counterparts. Since both professional development and public perception of teachers are closely linked to professionalization (Ingersoll et al., 1997; Marks & Louis, 1999), the differences between the two groups of teachers should be analyzed further. The fact that secondary teachers placed less importance on professional development opportunities may support Evans' (2002) research that the longer the tenure of the teacher, the less likely the participation in professional development opportunities.

Also of interest were teachers' perceptions of professional aspects of the teaching career compared along the locale of the district. Teachers in urban areas reported that increased benefits were less important in recruitment than teachers in rural areas. It might be surmised from this data that rural teachers favor increased benefits as a greater influence on recruitment due to fewer opportunities for making supplemental income in rural areas.

Conclusions

These results reiterate that teaching does not compare professionally with other fields because of the compensation offered (Herbst, 1989; Pennington, 2001; Sutton, 2001). More professionalized occupations offer compensation that is commensurate with the time needed to learn the skill, the training involved, and the complexity of knowledge needed to recruit and retain practitioners (Ingersoll, 2001). Yet, teachers earn less than all other college graduates (Hirsch et al., 1998; Ingersoll, 2001). Teacher compensation structures and benefits must be on a par with similar occupations if teaching is to be considered by our brightest prospects. Additionally, compensation structures that account for performance would greatly enhance the appeal of the profession.

It is of interest to note that two of the strongest indicators of teacher professionalization, autonomy in decision-making and professional development opportunities, were among the least important aspects of the teaching profession that might encourage someone to consider a career in teaching. One might surmise either that teachers in the study group do not agree with these aspects being signs of greater professionalization, or that these aspects truly are not important to prospective teachers. Nevertheless, this information is consistent with Evans (2002) when he noted that the longer the tenure of the teacher, the less likely the participation in professional development opportunities.

When teachers were asked about recruitment activities in which they frequently participate, most of the teachers reported that they are quick to share the intrinsic rewards of their careers, as well as the rewarding professional aspects of teaching. A comparable number of the teachers studied shared that they often identify and share teacher qualities in a person who might encourage that individual to consider a career in teaching. A majority of the group has shared extrinsic aspects of a career in teaching or have given a testimonial about being a teacher. They frequently encourage someone to enter a teacher preparation program or serve as a mentor for a new teacher. Slightly more than half of the survey group has had a student teacher or often give their students the opportunity to teach a lesson or have allowed a prospective teacher to shadow them. Further, a significant number of the teachers have participated in a school/university partnership.

While the majority of the teachers surveyed frequently participate in recruitment activities, it is noteworthy to add the following anecdote from a 28-year veteran summarizing his reluctance to promote his profession:

> With teacher pay so low and the apparent lack of public respect for the entire institution of education, I cannot with a clear conscience actively encourage someone to go in to teaching at this time.

Another alternatively certified secondary teacher, when asked about additional recruitment activities that promote the profession of teaching and encourage another to consider a teaching career, shared the following dilemma:

> Socializing at large in the community brings many opportunities for talking about what I do. Just yesterday, while purchasing a cell phone, I encouraged the salesperson by telling him I thought he'd be a great teacher. As a subnote, I feel a little guilty "recruiting" because I know that the workload is so heavy and so

> under appreciated and under respected. "Am I really helping this person?" I tend to ask myself. The kids are great, but low wages, terrible benefits, bad media coverage, and extreme work hours.

Implications for Promoting the Profession of Teaching:

Recommendations From the Teachers

Collecting and analyzing teacher perception data from some of the state's most recognized teachers has provided fresh insights in attracting the most qualified prospective teachers to the field. The following list includes anecdotal comments from the study group regarding aspects of the teaching profession that are in need of examination:

1. Many teachers provide campus and district leadership, but desire to continue to teach. Teachers advocate for some form of professional mobility within the field that would allow teachers to remain in the classroom, yet advance professionally.
2. Teachers believe that stronger support from administration will contribute to improved public perception of teachers. They want to see strong leadership qualities in principals.
3. Teachers want a voice in policy decisions, particularly those decisions that affect them. They want to see elected officials on the state and national levels who truly listen to them rather than moving ahead with their own agendas.

4. Teachers want more collaboration with university professors who spend time in their classrooms.
5. Because experienced teachers frequently serve as mentors for new teachers and observe first-hand the difficulties they face, they expressed that discretion should be used when making assignments for new teachers.
6. Teachers expressed a need for school structure that provides time for reflection and collaborative planning.
7. More effective systems are needed for the removal of inept teachers.
8. Media should focus on positive aspects of education.

Summary of Recommendations

In addition to seeking input from some of the most noted teachers in the field regarding the questions of interest, a general goal of this research was to promote the teaching profession. Based on the findings of this study and the conclusions drawn from the study, these recommendations are made:

1. There should be more public awareness about programs for teaching assistants who may be potential teacher candidates.
2. Salary schedules should be addressed to include opportunities for teachers to advance professionally, yet remain in the classroom.
3. Teachers should inspire secondary students to consider careers in education by participating in career day initiatives.

4. Teachers should invite the media into their classrooms and speak to community groups to promote the profession.
5. Teachers should write op-ed pieces for the newspapers about profession.
6. An effort should be made at the campus level to assure that school volunteers have positive experiences.
7. Those teachers who have left the profession for family obligations may be lured back into teaching by expanded job-sharing opportunities, part-time positions, and district-managed day care.
8. An intense initiative should be inaugurated to encourage teachers to eliminate negative discussions about the profession.
9. Public service announcements that demonstrate appreciation and acknowledgement of the value of the profession should be considered.
10. The summary and findings of this study should be shared with key decision-makers including legislators and those involved in teacher preparation programs.

Recommendations for Future Research

Additional research on the professional aspects of teaching and the impact on teacher recruitment is required. Some questions have been answered by this research; however, others remain. Further, as is common in research-based inquiries, additional questions surface as data are collected and analyzed. Some of those include the following:

1. This study focused on the perceptions of some of the best and most experienced teachers in the field. Further studies should be initiated with a cross-section of the educator force, including those teachers identified as "teachers in need of assistance," new teachers, National Board Certified teachers, administrators, and other school staff.
2. Only 10% of the teachers in this study group were alternatively certified. Those who have become teachers through alternative certification should be studied in order to determine their propensity to promote the profession and encourage others to consider careers in education.
3. Teacher professionalization should be studied in other settings, i.e., magnet schools and alternative disciplinary schools.
4. A follow-up study might be done with those Teachers of the Year who stated that participating in recruitment activities in order to sustain the profession of teaching was of minimal or no importance to discover the basis of reasons.
5. Secondary teachers stated that professional development opportunities do not contribute to the appeal of the profession for prospective teachers. Since professional development is an integral part of teacher professionalization, a follow-up study should be done to discover precise reasons for this perception and if it is prevalent among other teacher groups.
6. Teacher compensation structures that reward knowledge and skill, are based on performance, and are linked to student achievement, should be

researched so that teacher pay is commensurate with other degreed professionals.

7. Further research should be completed with National Board Certified Teachers in order to determine what incentives might encourage other teachers to pursue this certification.

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APPENDIX A

COVER LETTER

TEACHER OF THE YEAR

January 21, 2004

«First» «Last»
«School Name»
«School Address»
«City», «State» «ZIP Code»

Dear «First» «Last»,

Congratulations on being recognized as Region «Region»'s «Classification» in «TOY Year». Being selected for this award is not only memorable for you, your district and your community, but also important for the profession. Teachers of the Year become spokespersons for public education, with opportunities to enhance the status, professionalization, and appeal of teaching.

This letter is to request your assistance in gathering data for a study through Texas A&M University. Your response will assist in identifying professional aspects of teaching that serve to recruit new talent into the profession. The general goal of this research is to raise awareness among all educators of their role in promoting the status of the profession as an attractive career option.

The survey will take approximately 10 minutes to complete. If you agree to participate, please complete the attached questionnaire within 5 days of receipt and place it in the stamped addressed envelope, which has been provided. Completion of the questionnaire will be considered permission to use the information you provide. Even though you have been assigned an ID number to be used for follow-up with non-respondents, your responses will not be linked to you in any way. However, participants in the study will be listed by name in the appendices of the report as Teacher of the Year award recipients.

This research study has been reviewed and approved by the Institutional Review Board—Human Subjects in Research, Texas A&M University. For research-related problems or questions regarding subjects' rights, you may contact the Institutional Review Board through Dr. Michael W. Buckley, Director of Research Compliance, Office of Vice President for Research at (979) 458-4067 (mwbuckley@tamu.edu).

If you have any questions about this study, please contact Jan Haney, jh14314@aol.com or (210) 494-0044, or Dr. Clifford Whetten, cwhetten@tamu.edu or (979) 845-2655. Let me thank you in advance for your assistance in this study. You will be provided a summary of the results for your participation.

Thank you,

Jan Haney; Texas A&M University

Dr. Clifford Whetten; Texas A&M University

Enclosures

APPENDIX B

QUESTIONNAIRE

Career Aspects and Recruitment Survey

Being chosen one of the outstanding members of your profession and designated spokesperson for teachers, you are a valuable source of information relating to the field of education. The following survey has been created in an attempt to better understand aspects of your profession that might encourage someone to consider a teaching career. Please fill in the appropriate response to each statement below. This information is important not only to the researcher, but for all educators and students. Thank you for your time and willingness to share.

When you have completed the front and back of both pages, place it in the stamped return envelope and drop it in the mail. Thanks!

This research study has been reviewed and approved by the Institutional Review Board—Human Subjects in Research, Texas A&M University. For research-related problems or questions regarding subjects' rights, you may contact the Institutional Review Board through Dr. Michael W. Buckley, Director of Research Compliance, Office of Vice President for Research at (979) 458-4067 (mwbuckley@tamu.edu).

SECTION I: DEMOGRAPHIC VARIABLES

Instructions: Please complete the following by choosing from the list of alternatives or by supplying your own response.

1. During the last school year, were you in a teaching position?
   _____ **Yes**
   _____ **No**

   If not, please describe your position. _____

2. During the last year you were a teacher, identify your teaching position: *(check all that apply).*

_____ **Full-time teacher**
_____ **Part-time teacher**
_____ **If other, please specify:** _____

_____ **Elementary level (Pre-K through Grade 5)**
_____ **Secondary level (Grade 6 through Grade 12)**
_____ **If other, please specify:** _____

_____ **Urban district**
_____ **Suburban district**
_____ **Rural district**
_____ **If other, please specify:** _____

PLEASE TURN TO THE BACK SIDE OF THIS PAGE

3. Including this school year, how many years have you been a teacher? _____

4. Please identify your method of certification:

   _____ **Four-year college program**
   _____ **Five-year college program**
   _____ **Alternative certification**

   If other, please specify_____

5. Do you have National Board Certification?

   _____ **Yes**
   _____ **No**

6. If you now hold, or have previously held, a position of leadership on your campus, please describe: _____

   _____

   _____

   _____

7. Please indicate your highest level of education.

   _____ **BA or BS**
   _____ **MA or MS**
   _____ **Doctorate**
   _____ **If other, please specify:**
   _____

8. In an effort to sustain the profession, how important is it that you engage in recruitment activities (both formal and informal) of prospective teachers?

   _____ **Of no importance or minimal importance**
   _____ **Of moderate importance**
   _____ **Of major importance or absolutely critical importance**

PLEASE CONTINUE TO THE NEXT PAGE

SECTION II: PROFESSIONAL ASPECTS OF THE TEACHING FIELD

Instructions: The statements below represent aspects of the teaching profession that might influence another person to become an educator. Please read each statement and respond by circling the response that corresponds to your agreement with the statement.

- If you "Strongly Agree" with the statement, circle **SA.**
- If you "Agree" with the statement, circle **A.**
- If you "Disagree" with the statement, circle **D.**
- If you "Strongly Disagree" with the statement, circle **SD.**

1. ***Increased benefits*** would encourage someone to become a teacher.	**SA**	**A**	**D**	**SD**
2. ***Pleasant workplace conditions*** increase the likelihood that someone will choose the teaching field.	**SA**	**A**	**D**	**SD**
3. ***Community and school partnerships*** benefit teacher recruitment.	**SA**	**A**	**D**	**SD**
4. ***A positive school culture*** will attract prospective teachers.	**SA**	**A**	**D**	**SD**
5. ***The availability of mentors for new teachers*** would contribute to a prospective teacher's decision to enter a teacher preparation program.	**SA**	**A**	**D**	**SD**
6. ***Collaboratives between local universities and schools*** will benefit teacher recruitment.	**SA**	**A**	**D**	**SD**
7. ***Signing bonuses or other incentives*** will improve teacher recruitment.	**SA**	**A**	**D**	**SD**
8. ***Teacher autonomy in decision-making*** enhances the appeal for prospective teachers.	**SA**	**A**	**D**	**SD**
9. ***Higher salaries*** are needed to attract new people into teaching.	**SA**	**A**	**D**	**SD**
10. ***School structure that promotes teacher collaboration*** would encourage others to consider becoming teachers.	**SA**	**A**	**D**	**SD**
11. ***Professional development opportunities*** would assist in recruiting new teachers.	**SA**	**A**	**D**	**SD**
12. ***Adequate school supplies*** would aid in teacher recruitment.	**SA**	**A**	**D**	**SD**
13. ***Appropriate teaching assignments*** would entice new teachers.	**SA**	**A**	**D**	**SD**
14. ***An improved public perception of educators*** would enhance teacher recruitment.	**SA**	**A**	**D**	**SD**
15. ***The desire to do something worthwhile for mankind*** motivates people to become teachers.	**SA**	**A**	**D**	**SD**

Of the 15 aspects listed above (aspect in bold italics), please identify the three aspects of teaching that you believe are **most likely to influence** someone to consider a career in education.
#1_____#2_____#3_____

Of the 15 aspects listed above (aspect in bold italics), please identify the three aspects of teaching that you believe are **least likely to influence** someone in considering a career in education.
#1_____#2_____#3_____

Are there other aspects of the teaching field that might positively influence a prospective teacher?

_____

_____

PLEASE TURN TO THE BACK SIDE OF THIS PAGE

SECTION III: RECRUITMENT ACTIVITIES

Instructions: The statements below are about what you actually do. Please read each statement and respond by circling the response that corresponds to your agreement with the statement. There is no right or wrong answer for each statement. We are interested only in what you actually do.

- If you "Frequently" do what the statement says, circle the **F.**
- If you "Often" do what the statement says, circle the **O.**
- If you "Seldom" do what the statement says, circle the **S.**
- If you "Never" do what the statement says, circle the **N.**

1. Give students the opportunity to teach a lesson in my class.	**F**	**O**	**S**	**N**
2. Have/have had a student teacher or intern.	**F**	**O**	**S**	**N**
3. Share information regarding the intrinsic rewards of teaching.	**F**	**O**	**S**	**N**
4. Share information regarding the extrinsic rewards of teaching.	**F**	**O**	**S**	**N**
5. Tell someone he/she would be a good teacher.	**F**	**O**	**S**	**N**
6. Identify qualities in another person that would make a good teacher.	**F**	**O**	**S**	**N**
7. Have shown a video about a teacher.	**F**	**O**	**S**	**N**
8. Share aspects of my profession that I find rewarding.	**F**	**O**	**S**	**N**
9. Have given a testimonial about my life as a teacher to prospective teachers.	**F**	**O**	**S**	**N**
10. Am currently or have been part of a collaborative partnership between a school and educational institution.	**F**	**O**	**S**	**N**
11. Have sponsored a Future Teachers of America or Future Educators of America organization.	**F**	**O**	**S**	**N**
12. Have allowed a student or other prospective teacher to mirror me for a day.	**F**	**O**	**S**	**N**
13. Have participated in a summer camp for future teachers.	**F**	**O**	**S**	**N**
14. Have encouraged another person to enter a teacher preparation program.	**F**	**O**	**S**	**N**
15. Have encouraged a paraprofessional, teacher assistant, or retired/second-career person to enter a teacher program.	**F**	**O**	**S**	**N**
16. Have served as a mentor for a new teacher.	**F**	**O**	**S**	**N**

Are there other activities that you have participated in that might encourage someone to consider a career as an educator? _____

Please return the completed questionnaire
in the enclosed envelope
BY FEBRUARY 28
Or mail to:
Jan Haney
14314 Rush Wood
San Antonio, Texas 78232 29

APPENDIX C

NAMES OF PARTICIPANTS

TEACHERS OF THE YEAR WHO PARTICIPATED IN THE STUDY

TEACHER	REGION	YEAR
David Johnston	1	2004
Peggy Baldwin	1	2004
Rosavel Mora	2	2004
Molly Priddy	3	2004
Kristen Piper	4	2004
Bonnie-Beth Newman	4	2004
Edward Patton	5	2004
Trace Gabriel	5	2004
Emma Jean Reed	6	2004
Ellen Herbert	7	2004
Cindy Loughmiller	7	2004
Deanna Henderson	8	2004
Debra Fleming	8	2004
Beth Loughry	9	2004
Mary Ann Shawver	9	2004
Rick Urbanczyk	10	2004
Nancy Jordan	11	2004
Beth Ann Gaskill	11	2004
Paula Robinson	12	2004
Barbara Johnson	12	2004
Renee Herrington	13	2004
Tammy Vitek	13	2004
Paulette Haugt	14	2004
Judith Wilson	14	2004
Danny Eckert	15	2004
Judith Wilson	15	2004
Jill Swann	16	2004
Sarah Joy Anderson	17	2004
Cheryl Bredeson	17	2004
Theresa Sheldon	18	2004
Irma Zepeda	19	2004
Kyann McMillie	19	2004
Laura Aten	20	2004
K. Jyl Barnabee	20	2004
Emory Tanner	1	2003
Adrian Correa	1	2003
Margaret Nourse	2	2003
Richard Davis	3	2003
Debra Mullins	3	2003
Denise Tanner	4	2003

Linda Michael	4	2003
Susan Gilbert	5	2003
Carol Kay McKeever	5	2003
Donna Logan	6	2003
Kay O'Jibway	6	2003
Jannette Johnson	7	2003
Jeanie Nutter	8	2003
Agnes Tirrito	8	2003
Julie Huntley	9	2003
Betty Hill	9	2003
Kimberly Sue Lewis	10	2003
Karen Holcombe	11	2003
Brenda McCuin	11	2003
Judy Traudt	12	2003
Ella Jean Whitley	12	2003
Anna Wydeven	13	2003
Lori Berdoll	13	2003
Karen Miller	14	2003
Kathryn Walker	14	2003
Marta Iza Gonzalez-Stitts	15	2003
Tracy Pippins	15	2003
Elaine Loughin	16	2003
Jill Swann	16	2003
Dusty Precure	17	2003
Dena McRoberts	17	2003
Lorena Salas	19	2003
Virginia Alford	20	2003
Veronica Ball	20	2003
Lorenz Villa	1	2002
Mary Diane Harris	2	2002
Jackie Condra	3	2002
Kristin Lemen	4	2002
Deborah Parrott	4	2002
Debbie Peltier	5	2002
Joan Jones	5	2002
Donna Stagner	7	2002
Shirley Williams	7	2002
Tammy Haislip	8	2002
Darla Ryan	9	2002
Bronwen Choate	9	2002
Barbara Dorff	10	2002
Robert Harris	10	2002
Ann Barnes	11	2002
Robert Glinski	12	2002
Patricia Kerr	12	2002
Margie Gordon	13	2002
Cynthia Ladyman	14	2002
Shelly Huddleston	15	2002

Marta Galindo	15	2002
Joe Rogers	16	2002
Linda Bednarz	17	2002
Karol Albus	17	2002
Alice Wein	18	2002
George Saenz	19	2002
Carmen Sue Telle	20	2002
Nancy Birkenmayer	1	2001
Cynthia Mills	1	2001
Judith Holmgreen	2	2001
B.J. Swenson	3	2001
Ruby Tanquma	3	2001
Lorraine Maneen	4	2001
Shelly Jean Fine	4	2001
Linda Barrs	6	2001
Judy Grubbs	7	2001
Helen Martin	8	2001
Eilen Morris	9	2001
Deeanne Litton	12	2001
Patti Baran	13	2001
Kay Patricia Miller	15	2001
Leslie Fansler	16	2001
Margaret Williams	16	2001
Robin Kathleen Welch	17	2001
Yvonne Greene	17	2001
Ricardo Lopez	19	2001
Luis Barajas	20	2001
Linda DeMino	20	2001

Denotes State Teacher of the Year

APPENDIX D

FOLLOW-UP EMAIL MESSAGE

Dear

Two weeks ago a letter was mailed to your school address asking for your input on some important professional issues. Because you are among the most effective educators in this state and have been named Teacher of the Year, your opinions are valuable to research being completed at Texas A&M University.

Being an educator, I know you are busy and papers can be easily misplaced or lost. Will you take a moment from your day and see if you can locate the questionnaire and postage-paid return envelope?

If you agree to participate in this study, please return the completed survey instrument to me as soon as possible. Remember – your responses contribute to a study designed to evaluate *and promote* the status of the teaching profession. Participants will be listed by name in the appendices of the research report as an added incentive.

If you cannot locate the original, I will send you another questionnaire and cover letter of explanation by regular mail or as an email attachment.

Thank you for your commitment to young people,

Jan Haney
(210) 494-0044

APPENDIX E

FREQUENCIES (DESCRIPTIVE STATS OF QUESTIONNAIRE RESULTS)

Descriptives - Section 2: Professional Aspects - Survey order

(the higher the mean the stronger the agreement -- 1=SD; 2=D; 3=A; 4=SA)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Increased benefits	115	2	4	3.70	.499
Pleasant workplace conditions	115	2	4	3.57	.532
Community and school partnerships	114	2	4	3.32	.554
A positive school culture	114	2	4	3.68	.485
Mentors for new teachers	114	2	4	3.59	.529
Collaboratives between univ and dist	115	2	4	3.59	.511
Signing bonuses/incentives	115	2	4	3.52	.640
Teacher autonomy in decision making	115	2	4	3.21	.669
Higher salaries	115	3	4	3.83	.381
Teacher collaboration promoted	115	2	4	3.40	.543
Professional development opportunities	115	1	4	3.21	.614
Adequate school supplies	115	1	4	3.15	.596
Approp teaching assignments	113	2	4	3.50	.569
Improved public perception of teachers	115	2	4	3.75	.475
The desire to do something worthwhile	115	2	4	3.58	.513
Valid N (listwise)	111				

Descriptives - Section 2: Professional Aspects - Descending order

(the higher the mean the stronger the agreement -- 1=SD; 2=D; 3=A; 4=SA)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Higher salaries	115	3	4	3.83	.381
Improved public perception of teachers	115	2	4	3.75	.475
Increased benefits	115	2	4	3.70	.499
A positive school culture	114	2	4	3.68	.485
Collaboratives between univ and dist	115	2	4	3.59	.511
Mentors for new teachers	114	2	4	3.59	.529
The desire to do something worthwhile	115	2	4	3.58	.513
Pleasant workplace conditions	115	2	4	3.57	.532
Signing bonuses/incentives	115	2	4	3.52	.640
Approp teaching assignments	113	2	4	3.50	.569
Teacher collaboration promoted	115	2	4	3.40	.543
Community and school partnerships	114	2	4	3.32	.554
Professional development opportunities	115	1	4	3.21	.614
Teacher autonomy in decision making	115	2	4	3.21	.669
Adequate school supplies	115	1	4	3.15	.596
Valid N (listwise)	111				

Descriptives - Recruitment Activities - Survey order
(Mean = percent of responses that were Freq or Often)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Students have opportunity to teach a lesson	114	0	1	.53	.502
Have/had student teacher	115	0	1	.51	.502
Share info on intrinsic rewards	115	0	1	.92	.270
Share info on extrinsic rewards	115	0	1	.66	.475
Tell someone they would be a good teacher	115	0	1	.83	.373
ID qualities in potential teachers	115	0	1	.87	.338
Have shown video aboout a teacher	114	0	1	.13	.340
Share rewarding professional aspects	114	0	1	.92	.271
Given a testimonial about being a teacher	115	0	1	.61	.490
Part of a school-college collaboration	115	0	1	.43	.497
Have sponsored an FTA/FEA organization	115	0	1	.04	.205
Allow perspective teacher to shadow you	115	0	1	.54	.501
Participated in summer camp for future teachers	114	0	0	.00	.000
Encourgaed another to enter teacher prep	115	0	1	.68	.469
Encouraged support staff to enter teaching	115	0	1	.62	.488
Served as a mentor for a new teacher	115	0	1	.69	.466
Valid N (listwise)	111				

Descriptives - Recruitment Activities - Descending order
(Mean = percent of responses that were Freq or Often)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Share info on intrinsic rewards	115	0	1	.92	.270
Share rewarding professional aspects	114	0	1	.92	.271
ID qualities in potential teachers	115	0	1	.87	.338
Tell someone they would be a good teacher	115	0	1	.83	.373
Served as a mentor for a new teacher	115	0	1	.69	.466
Encourgaed another to enter teacher prep	115	0	1	.68	.469
Share info on extrinsic rewards	115	0	1	.66	.475
Encouraged support staff to enter teaching	115	0	1	.62	.488
Given a testimonial about being a teacher	115	0	1	.61	.490
Allow perspective teacher to shadow you	115	0	1	.54	.501
Students have opportunity to teach a lesson	114	0	1	.53	.502
Have/had student teacher	115	0	1	.51	.502
Part of a school-college collaboration	115	0	1	.43	.497
Have shown video aboout a teacher	114	0	1	.13	.340
Have sponsored an FTA/FEA organization	115	0	1	.04	.205
Participated in summer camp for future teachers	114	0	0	.00	.000
Valid N (listwise)	111				

APPENDIX F

ANOVAS, INDIVIDUAL t-TESTS

Question 3 – t-tests - by Highest Degree

Group Statistics

	Highest Degree (2)	N	Mean	Std. Deviation	Std. Error Mean
Increased benefits	BA or BS	55	3.69	.505	.068
	MA/MS/PhD	55	3.71	.497	.067
Pleasant workplace conditions	BA or BS	55	3.53	.539	.073
	MA/MS/PhD	55	3.60	.531	.072
Community and school partnerships	BA or BS	55	3.35	.517	.070
	MA/MS/PhD	54	3.30	.603	.082
A positive school culture	BA or BS	54	3.72	.452	.062
	MA/MS/PhD	55	3.62	.527	.071
Mentors for new teachers	BA or BS	54	3.59	.533	.072
	MA/MS/PhD	55	3.58	.534	.072
Collaboratives between univ and dist	BA or BS	55	3.55	.538	.073
	MA/MS/PhD	55	3.62	.490	.066
Signing bonuses/incentives	BA or BS	55	3.67	.511	.069
	MA/MS/PhD	55	3.40	.710	.096
Teacher autonomy in decision making	BA or BS	55	3.22	.712	.096
	MA/MS/PhD	55	3.20	.621	.084
Higher salaries	BA or BS	55	3.78	.417	.056
	MA/MS/PhD	55	3.85	.356	.048
Teacher collaboration promoted	BA or BS	55	3.40	.531	.072
	MA/MS/PhD	55	3.38	.561	.076
Professional development opportunities	BA or BS	55	3.18	.641	.086
	MA/MS/PhD	55	3.22	.599	.081
Adequate school supplies	BA or BS	55	3.15	.558	.075
	MA/MS/PhD	55	3.11	.629	.085
Approp teaching assignments	BA or BS	54	3.59	.496	.067
	MA/MS/PhD	54	3.37	.623	.085
Improved public perception of teachers	BA or BS	55	3.80	.447	.060
	MA/MS/PhD	55	3.67	.511	.069
The desire to do something worthwhile	BA or BS	55	3.53	.539	.073
	MA/MS/PhD	55	3.65	.480	.065

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Increased benefits	Equal variances assumed	.103	.749	-.190	108	.849	-.02	.096
	Equal variances not assumed			-.190	107.976	.849	-.02	.096
Pleasant workplace conditions	Equal variances assumed	.470	.495	-.713	108	.477	-.07	.102
	Equal variances not assumed			-.713	107.971	.477	-.07	.102
Community and school partnerships	Equal variances assumed	.909	.342	.457	107	.648	.05	.108
	Equal variances not assumed			.457	103.975	.649	.05	.108
A positive school culture	Equal variances assumed	5.062	.027	1.106	107	.271	.10	.094
	Equal variances not assumed			1.107	105.133	.271	.10	.094
Mentors for new teachers	Equal variances assumed	.014	.907	.105	107	.916	.01	.102
	Equal variances not assumed			.105	106.971	.916	.01	.102
Collaboratives between univ and dist	Equal variances assumed	2.514	.116	-.741	108	.460	-.07	.098
	Equal variances not assumed			-.741	107.079	.460	-.07	.098
Signing bonuses/incentives	Equal variances assumed	12.032	.001	2.313	108	.023	.27	.118
	Equal variances not assumed			**2.313**	**98**	**.023**	.27	.118
Teacher autonomy in decision making	Equal variances assumed	2.062	.154	.143	108	.887	.02	.127
	Equal variances not assumed			.143	106.022	.887	.02	.127
Higher salaries	Equal variances assumed	3.965	.049	-.984	108	.327	-.07	.074
	Equal variances not assumed			-.984	105.404	.327	-.07	.074
Teacher collaboration promoted	Equal variances assumed	.189	.664	.175	108	.862	.02	.104
	Equal variances not assumed			.175	107.670	.862	.02	.104
Professional development opportunities	Equal variances assumed	.010	.922	-.307	108	.759	-.04	.118
	Equal variances not assumed			-.307	107.512	.759	-.04	.118
Adequate school supplies	Equal variances assumed	.333	.565	.321	108	.749	.04	.113
	Equal variances not assumed			.321	106.514	.749	.04	.113
Approp teaching assignments	Equal variances assumed	4.094	.046	2.050	106	.043	.22	.108
	Equal variances not assumed			**2.050**	**101**	**.043**	.22	.108
Improved public perception of teachers	Equal variances assumed	5.969	.016	1.390	108	.167	.13	.092
	Equal variances not assumed			1.390	106.127	.168	.13	.092
The desire to do something worthwhile	Equal variances assumed	5.271	.024	-1.307	108	.194	-.13	.097
	Equal variances not assumed			-1.307	106.559	.194	-.13	.097

T-Test by Level Taught

Group Statistics

	Level Taught	N	Mean	Std. Deviation	Std. Error Mean
Increased benefits	Elementary (PK-5)	60	3.68	.537	.069
	Secondary (6-12)	53	3.72	.455	.062
Pleasant workplace conditions	Elementary (PK-5)	60	3.53	.503	.065
	Secondary (6-12)	53	3.58	.570	.078
Community and school partnerships	Elementary (PK-5)	60	3.30	.530	.068
	Secondary (6-12)	52	3.31	.579	.080
A positive school culture	Elementary (PK-5)	60	3.70	.462	.060
	Secondary (6-12)	52	3.65	.520	.072
Mentors for new teachers	Elementary (PK-5)	59	3.63	.488	.063
	Secondary (6-12)	53	3.55	.574	.079
Collaboratives between univ and dist	Elementary (PK-5)	60	3.62	.490	.063
	Secondary (6-12)	53	3.55	.539	.074
Signing bonuses/incentives	Elementary (PK-5)	60	3.48	.651	.084
	Secondary (6-12)	53	3.58	.602	.083
Teacher autonomy in decision making	Elementary (PK-5)	60	3.20	.632	.082
	Secondary (6-12)	53	3.23	.724	.099
Higher salaries	Elementary (PK-5)	60	3.83	.376	.049
	Secondary (6-12)	53	3.83	.379	.052
Teacher collaboration promoted	Elementary (PK-5)	60	3.47	.503	.065
	Secondary (6-12)	53	3.32	.581	.080
Professional development opportunities	Elementary (PK-5)	60	3.33	.572	.074
	Secondary (6-12)	53	3.06	.633	.087
Adequate school supplies	Elementary (PK-5)	60	3.13	.650	.084
	Secondary (6-12)	53	3.15	.533	.073
Approp teaching assignments	Elementary (PK-5)	60	3.53	.596	.077
	Secondary (6-12)	51	3.45	.541	.076
Improved public perception of teachers	Elementary (PK-5)	60	3.63	.520	.067
	Secondary (6-12)	53	3.87	.394	.054
The desire to do something worthwhile	Elementary (PK-5)	60	3.62	.524	.068
	Secondary (6-12)	53	3.53	.504	.069

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Increased benefits	Equal variances assumed	1.085	.300	-.357	111	.722	-.03	.094
	Equal variances not assumed			-.361	110.823	.719	-.03	.093
Pleasant workplace conditions	Equal variances assumed	.412	.522	-.511	111	.610	-.05	.101
	Equal variances not assumed			-.507	104.592	.613	-.05	.102
Community and school partnerships	Equal variances assumed	.647	.423	-.073	110	.942	-.01	.105
	Equal variances not assumed			-.073	104.446	.942	-.01	.105
A positive school culture	Equal variances assumed	1.441	.233	.498	110	.620	.05	.093
	Equal variances not assumed			.493	103.036	.623	.05	.094
Mentors for new teachers	Equal variances assumed	3.751	.055	.797	110	.427	.08	.100
	Equal variances not assumed			.790	102.623	.431	.08	.101
Collaboratives between univ and dist	Equal variances assumed	2.512	.116	.717	111	.475	.07	.097
	Equal variances not assumed			.713	105.886	.477	.07	.097
Signing bonuses/incentives	Equal variances assumed	1.063	.305	-.857	111	.393	-.10	.118
	Equal variances not assumed			-.861	110.745	.391	-.10	.118
Teacher autonomy in decision making	Equal variances assumed	2.271	.135	-.207	111	.836	-.03	.128
	Equal variances not assumed			-.205	104.036	.838	-.03	.129
Higher salaries	Equal variances assumed	.008	.930	.044	111	.965	.00	.071
	Equal variances not assumed			.044	109.047	.965	.00	.071
Teacher collaboration promoted	Equal variances assumed	.187	.666	1.431	111	.155	.15	.102
	Equal variances not assumed			1.418	103.636	.159	.15	.103
Professional development opportunities	Equal variances assumed	2.727	.101	2.440	111	**.016**	.28	.113
	Equal variances not assumed			2.425	105.672	.017	.28	.114
Adequate school supplies	Equal variances assumed	.361	.549	-.156	111	.876	-.02	.113
	Equal variances not assumed			-.158	110.426	.875	-.02	.111
Approp teaching assignments	Equal variances assumed	.555	.458	.757	109	.451	.08	.109
	Equal variances not assumed			.763	108.504	.447	.08	.108
Improved public perception of teachers	Equal variances assumed	24.581	.000	-2.676	111	.009	-.23	.088
	Equal variances not assumed			-2.721	108.601	**.008**	-.23	.086
The desire to do something worthwhile	Equal variances assumed	.248	.620	.911	111	.364	.09	.097
	Equal variances not assumed			.913	110.170	.363	.09	.097

Oneway

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Increased benefits	Urban	30	3.47	.629	.115	3.23	3.70	2	4
	Suburban	42	3.69	.468	.072	3.54	3.84	3	4
	Rural	41	3.90	.300	.047	3.81	4.00	3	4
	Total	113	3.71	.494	.046	3.62	3.80	2	4
Pleasant workplace conditions	Urban	30	3.57	.504	.092	3.38	3.75	3	4
	Suburban	42	3.55	.504	.078	3.39	3.70	3	4
	Rural	41	3.56	.594	.093	3.37	3.75	2	4
	Total	113	3.56	.533	.050	3.46	3.66	2	4
Community and school partnerships	Urban	30	3.30	.596	.109	3.08	3.52	2	4
	Suburban	41	3.22	.525	.082	3.05	3.39	2	4
	Rural	41	3.39	.542	.085	3.22	3.56	2	4
	Total	112	3.30	.551	.052	3.20	3.41	2	4
A positive school culture	Urban	30	3.70	.466	.085	3.53	3.87	3	4
	Suburban	42	3.74	.445	.069	3.60	3.88	3	4
	Rural	40	3.60	.545	.086	3.43	3.77	2	4
	Total	112	3.68	.488	.046	3.59	3.77	2	4
Mentors for new teachers	Urban	29	3.52	.574	.107	3.30	3.74	2	4
	Suburban	42	3.60	.497	.077	3.44	3.75	3	4
	Rural	41	3.61	.542	.085	3.44	3.78	2	4
	Total	112	3.58	.531	.050	3.48	3.68	2	4
Collaboratives between univ and dist	Urban	30	3.50	.572	.104	3.29	3.71	2	4
	Suburban	42	3.60	.497	.077	3.44	3.75	3	4
	Rural	41	3.63	.488	.076	3.48	3.79	3	4
	Total	113	3.58	.513	.048	3.49	3.68	2	4
Signing bonuses/incentives	Urban	30	3.47	.571	.104	3.25	3.68	2	4
	Suburban	42	3.60	.627	.097	3.40	3.79	2	4
	Rural	41	3.51	.675	.105	3.30	3.73	2	4
	Total	113	3.53	.628	.059	3.41	3.65	2	4
Teacher autonomy in decision making	Urban	30	3.13	.681	.124	2.88	3.39	2	4
	Suburban	42	3.21	.645	.100	3.01	3.42	2	4
	Rural	41	3.24	.699	.109	3.02	3.46	2	4
	Total	113	3.20	.670	.063	3.08	3.33	2	4
Higher salaries	Urban	30	3.80	.407	.074	3.65	3.95	3	4
	Suburban	42	3.81	.397	.061	3.69	3.93	3	4
	Rural	41	3.85	.358	.056	3.74	3.97	3	4
	Total	113	3.82	.383	.036	3.75	3.89	3	4
Teacher collaboration promoted	Urban	30	3.30	.535	.098	3.10	3.50	2	4
	Suburban	42	3.43	.501	.077	3.27	3.58	3	4
	Rural	41	3.41	.591	.092	3.23	3.60	2	4
	Total	113	3.39	.542	.051	3.29	3.49	2	4
Professional development opportunities	Urban	30	3.13	.681	.124	2.88	3.39	1	4
	Suburban	42	3.24	.484	.075	3.09	3.39	2	4
	Rural	41	3.20	.679	.106	2.98	3.41	2	4
	Total	113	3.19	.610	.057	3.08	3.31	1	4
Adequate school supplies	Urban	30	2.97	.669	.122	2.72	3.22	1	4
	Suburban	42	3.12	.453	.070	2.98	3.26	2	4
	Rural	41	3.27	.633	.099	3.07	3.47	2	4
	Total	113	3.13	.590	.056	3.02	3.24	1	4
Approp teaching assignments	Urban	30	3.33	.547	.100	3.13	3.54	2	4
	Suburban	42	3.62	.539	.083	3.45	3.79	2	4
	Rural	39	3.49	.601	.096	3.29	3.68	2	4
	Total	111	3.50	.570	.054	3.39	3.60	2	4
Improved public perception of teachers	Urban	30	3.77	.430	.079	3.61	3.93	3	4
	Suburban	42	3.79	.470	.073	3.64	3.93	2	4
	Rural	41	3.71	.512	.080	3.55	3.87	2	4
	Total	113	3.75	.473	.044	3.66	3.84	2	4
The desire to do something worthwhile	Urban	30	3.50	.572	.104	3.29	3.71	2	4
	Suburban	42	3.55	.504	.078	3.39	3.70	3	4
	Rural	41	3.66	.480	.075	3.51	3.81	3	4
	Total	113	3.58	.514	.048	3.48	3.67	2	4

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Increased benefits	Between Groups	3.310	2	1.655	7.569	**.001**
	Within Groups	24.053	110	.219		
	Total	27.363	112			
Pleasant workplace conditions	Between Groups	.007	2	.004	.012	.988
	Within Groups	31.869	110	.290		
	Total	31.876	112			
Community and school partnerships	Between Groups	.598	2	.299	.985	.377
	Within Groups	33.080	109	.303		
	Total	33.679	111			
A positive school culture	Between Groups	.410	2	.205	.858	.427
	Within Groups	26.019	109	.239		
	Total	26.429	111			
Mentors for new teachers	Between Groups	.160	2	.080	.281	.756
	Within Groups	31.117	109	.285		
	Total	31.277	111			
Collaboratives between univ and dist	Between Groups	.320	2	.160	.604	.548
	Within Groups	29.131	110	.265		
	Total	29.451	112			
Signing bonuses/incentives	Between Groups	.312	2	.156	.391	.677
	Within Groups	43.830	110	.398		
	Total	44.142	112			
Teacher autonomy in decision making	Between Groups	.220	2	.110	.241	.786
	Within Groups	50.099	110	.455		
	Total	50.319	112			
Higher salaries	Between Groups	.062	2	.031	.208	.812
	Within Groups	16.398	110	.149		
	Total	16.460	112			
Teacher collaboration promoted	Between Groups	.330	2	.165	.558	.574
	Within Groups	32.537	110	.296		
	Total	32.867	112			
Professional development opportunities	Between Groups	.192	2	.096	.254	.776
	Within Groups	41.525	110	.377		
	Total	41.717	112			
Adequate school supplies	Between Groups	1.589	2	.794	2.335	.102
	Within Groups	37.420	110	.340		
	Total	39.009	112			
Approp teaching assignments	Between Groups	1.433	2	.716	2.255	.110
	Within Groups	34.315	108	.318		
	Total	35.748	110			
Improved public perception of teachers	Between Groups	.136	2	.068	.300	.741
	Within Groups	24.926	110	.227		
	Total	25.062	112			
The desire to do something worthwhile	Between Groups	.486	2	.243	.918	.402
	Within Groups	29.124	110	.265		
	Total	29.611	112			

Post Hoc Tests

Homogeneous Subsets

Increased benefits

Scheffe[a,b]

Type of District	N	Subset for alpha = .05	
		1	2
Urban	30	3.47	
Suburban	42	3.69	3.69
Rural	41		3.90
Sig.		.126	.156

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 36.795.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

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EDUCATION

2004	Doctor of Philosophy, Educational Administration Texas A&M University, College Station, Texas
1996	Master of Arts, Educational Administration The University of Texas at San Antonio, San Antonio, Texas
1974	Master of Arts, Special Education Arizona State University at Tempe, Tempe, Arizona
1972	Bachelor of Arts, Elementary Education Arizona State University at Tempe, Tempe, Arizona
CERTIFICATIONS	Elementary Education, Special Ed K-12, Mid-Management

EXPERIENCE

1988-Present	North East Independent School District, San Antonio, Texas Program Coordinator, Special Education (1997-Present) Administrative Intern (1997-1998) Campus Coordinator, Special Education, Bradley Middle School (1993-1997) Special Education Teacher, Bradley Middle School (1988-1993)
1971-1975	Special Education Teacher, Gilbert Elementary School Gilbert Independent School District, Gilbert, Arizona Meadow Village Elementary School Northside Independent School District, San Antonio, Texas
PUBLICATIONS	Pryor, C. R., Kang, R., Haney, J., & Brown, D. (2004). Using a philosophy of education scale to target content-pedagogy concerns. Submitted to *Planning and Change*. Pryor, C. R., Kang, R., Brown, D., & Haney, J. (2004). Narrowing differences in teacher-principal beliefs: Use of a philosophy of education scale. Ready for submission.

This dissertation was typed and edited by Marilyn M. Oliva at Action Ink, Inc.